

2018-2019 Annual Reporting Measures

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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.

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

2018-2019 Annual Reporting Measures

Scale:		# grads	# evals	Returned
Overall Total	<=52.1421 then Ineffective	Fall 2016	4	1 25%
Overall Total	>90.2581 then highly effective	Spring 2017	16	5 31%
PP_Total (Professional Practice)	<=30.0898 then Ineffective	Fall 2017	19	4 21%
PP_Total	>=44.2251 then Highly effective	Spring 2018	12	0 (First evaluation not completed)
SMG_Total (Student Growth)	<=18.3320 then ineffective			
SMG_Total	>=49.7542 then highly effective			

	# 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%

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

**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 scores 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.

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		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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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		

2018-2019 Annual Reporting Measures

Scale:		# grads	# evals	Returned	
Overall Total	<=52.1421 then Ineffective	Fall 2016	4	1	25%
Overall Total	>90.2581 then highly effective	Spring 2017	16	5	31%
PP_Total (Professional Practive)	<=30.0898 then Ineffective	Fall 2017	19	4	21%
PP_Total	>=44.2251 then Highly effective	Spring 2018	12	0	(First evaluation not completed)
SMG_Total (Student Growth)	<=18.3320 then ineffective				
SMG_Total	>=49.7542 then highly effective				

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Fall 2017	19	4	21.1%
Spring 2018	12	3	25.0%
Fall 2018	7	2	28.5%

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

**Indicators of Teaching Effectiveness CAEP 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

Advanced Programs Employer Survey and Data 2016-2018

Employer Survey of School Administration and Supervision/Administrator I Program Completers

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
I. Shared Vision											
a. understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	2016	0	0%	1	20%	3	60%	1	20%	1.25	1.09
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	1	33%	1	33%	1	34%	.75	0.433
b. understand and collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	2016	0	0%	1	20%	3	60%	1	20%	1.25	1.09
	2017	0	0%	0	0%	2	33%	4	67%	1.5	1.658
	2018	0	0%	1	33%	1	33%	1	34%	.75	0.433
c. understand and promote continual and sustainable school improvement.	2016	0	0%	1	20%	2	40%	2	40%	1.25	0.829
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
d. understand and evaluate school progress and revise school plans supported by school stakeholders.	2016	0	0%	1	20%	2	40%	2	40%	1.25	0.829
	2017	0	0%	0	0%	1	17%	5	83%	1.5	2.062
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
II. School Culture and Instructional Program											
a.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	5	83%	1	17%	1.5	2.062
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829

b. understand and create and evaluate a comprehensive, rigorous, and coherent curricular	2016	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2017	0	0%	0	0%	4	67%	2	33%	1.5	1.658
	2018	0	0%	0	0%	2	67%	1	33%	.75	0.829

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
and instructional school program.											
c. understand and develop and supervise the instructional and leadership capacity of school staff.	2016	0	0%	1	20%	3	60%	1	20%	1.25	1.09
	2017	0	0%	0	0%	2	33%	4	67%	1.5	1.658
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
d. understand and promote the most effective and appropriate technologies to support teaching and learning in a school environment.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	4	67%	2	33%	1.5	1.658
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
III. Management											
a. understand and monitor and evaluate school management and operational systems.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	3	100%	0	0%	.75	1.299
b. understand and efficiently use human, fiscal, and technological resources to manage school operations.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	2	67%	1	33%	.75	0.829
c. Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	1	17%	5	83%	1.5	2.062
	2018	0	0%	0	0%	0	0%	3	100%	.75	1.299
d. understand and develop school capacity for distributed leadership.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	3	100%	0	0%	.75	1.299
e. understand and ensure teacher and organizational time focuses	2016	0	0%	0	0%	1	20%	4	80%	1.25	1.639

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
on supporting high-quality school instruction and student learning.	2017	0	0%	0	0%	0	0%	6	100%	1.5	2.598
	2018	0	0%	0	0%	0	0%	3	100%	.75	1.299
IV. Collaboration											
a. understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	2016	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2017	0	0%	0	0%	4	67%	2	33%	1.5	1.658
	2018	0	0%	0	0%	2	67%	1	33%	.75	0.829
b. understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	2016	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2017	0	0%	0	0%	2	33%	4	67%	1.5	1.658
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
c. understand and respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	2016	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2017	0	0%	0	0%	4	67%	2	33%	1.5	1.658
	2018	0	0%	0	0%	2	67%	1	33%	.75	0.829
d. understand and respond to community interests and needs by building and sustaining productive school relationships with community partners.	2016	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2017	0	0%	0	0%	4	67%	2	33%	1.5	1.658
	2018	0	0%	0	0%	2	67%	1	33%	.75	0.829

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Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
V. Integrity, Fairness, & Ethics											
a. understand and act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.	2016	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2017	0	0%	0	0%	1	17%	5	83%	1.5	2.062
	2018	0	0%	0	0%	0	0%	3	100%	.75	1.299
b. understand and model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	2	67%	1	33%	.75	0.829
c. understand and safeguard the values of democracy, equity, and diversity within the school.	2016	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2017	0	0%	0	0%	2	33%	4	67%	1.5	1.658
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
d. understand and evaluate the potential moral and legal consequences of decision making in the school.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829
e. understand and promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	2016	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2017	0	0%	0	0%	1	17%	5	83%	1.5	2.062
	2018	0	0%	0	0%	0	0%	3	100%	.75	1.299
VI. Political, Social, Economic, Legal, and Cultural Context											
a. understand and advocate for school students, families, and caregivers.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	1	33%	2	67%	.75	0.829

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
b. understand and act to influence local, district, state, and national decisions affecting student learning in a school environment.	2016	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2017	0	0%	0	0%	3	50%	3	50%	1.5	1.5
	2018	0	0%	0	0%	3	100%	0	0%	.75	1.299
c. understand and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	2016	0	0%	0	0%	2	40%	3	60%	1.25	1.639
	2017	0	0%	0	0%	4	67%	2	33%	1.5	1.658
	2018	0	0%	0	0%	3	100%	0	0%	.75	1.299

Employer Survey of Completers of the Educational Leadership Doctoral Program

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
I. District/Organization Shared Vision											
a. understands and collaboratively develops, articulates, implements, and stewards a shared district vision of learning for a school district/educational organization. (1.1)	2016	0	0%	1	14%	6	86%	0	0%	1.75	2.487
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
b. understands and can collect and use data to identify district/organization goals, assess organizational effectiveness, and implement district/organization plans to achieve district/organization goals. (1.2)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
c. understand and can promote continual and sustainable district/organization improvement. (1.3)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
d. understand and evaluate district/organization progress and revise district/organization plans supported by district/organization stakeholders. (1.4)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
II. District/Organization Culture and Instructional Program											
a. understand and sustain a district culture and instructional program	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031

conducive to student learning through collaboration, trust, and a personalized learning	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
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Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
environment with high expectations for students. (2.1)	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
b. understand and create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
c. understand and develop and supervise the instructional and leadership capacity of district staff. (2.3)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
d. understand and promote the most effective and appropriate technologies to support teaching and learning in a district environment. (2.4)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
III. District/Organization Management											
a. understand and monitor and evaluate district management and operational systems. (3.1)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
b. understand and efficiently use human, fiscal, and technological resources to manage district operations. (3.2)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
c. Candidates understand and promote district-based policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732

	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
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Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
d. understand and develop district capacity for distributed leadership. (3.4)	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
e. understand and ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
IV. Collaboration											
a. understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. (4.1)	2016	0	0%	1	14%	6	86%	0	0%	1.75	2.487
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
b. understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources throughout the district. (4.2)	2016	0	0%	1	14%	6	86%	0	0%	1.75	2.487
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
c. understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)	2016	0	0%	1	14%	6	84%	0	0%	1.75	2.487
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
d. understand and respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)	2016	0	0%	1	14%	6	84%	0	0%	1.75	2.487
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
V. Integrity, Fairness, & Ethics											
a. understand and act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
b. understands and models principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district/organization. (5.2)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
c. understands and safeguards the values of democracy, equity, and diversity within the district/organization. (5.3)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
d. understands and evaluates the potential moral and legal consequences of decision making in the district/organization. (5.4)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
e. understand and promote social justice within the district to ensure that individual student needs inform all aspects of schooling. (5.5)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
VI. Political, Social, Economic, Legal, and Cultural Context											
	2016	0	0%	0	0%	4	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
a. understand and advocate for district students, families, and caregivers. (6.1)	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
b. understand and act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732
c. understand and anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies. (6.3)	2016	0	0%	0	0%	7	100%	0	0%	1.75	3.031
	2017	0	0%	0	0%	4	100%	0	0%	1	1.732
	2018	0	0%	0	0%	4	100%	0	0%	1	1.732

Initial Programs Employer Survey Results – 2019-2020

Report: [Survey Results - Compiled Results Report Generated by Taskstream - Advancing Educational Excellence](#)
 Form: Bowie State University College of Education Teacher Employer Survey
 Report Generated: Thursday, December 10, 2020
 Survey Cases CASE#1: Survey Launch: Bowie State University College of Education T 3 individual(s) of 18 total responded to this survey launch (16).

Planning and Preparation (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Demonstrates knowledge of content subject matter and pedagogy	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates knowledge of student differences and diversity	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates knowledge of instructional goals, county and state standards	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Demonstrates knowledge of resources	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Selects appropriate instructional goals/objectives/standards	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Uses multiple means of assessment based on specific goals/outcomes/standards to monitor learner progress	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	18	0.00%	0.00%	11.11%	44.44%	44.44%	4.33	4	4,5	0.67

Classroom Environment (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Exhibits mutual respect to support the learning environment	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Facilitates student engagement	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates understanding of content to create appropriate adaptations for diverse learners	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Demonstrates ability to monitor and respond appropriately to student behavior	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Uses appropriate and varied materials and instructional resources	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	15	0.00%	0.00%	6.67%	46.67%	46.67%	4.4	4	4,5	0.61

Instruction (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Communicates/implements consistent procedures and expectations for appropriate behavior	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Demonstrates a variety of questioning strategies to facilitate learning	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82

Uses varied and appropriate instructional strategies to motivate and engage diverse learners	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33	5	5	0.94
Uses learner assessment data to inform instruction	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Differentiates instruction using developmentally effective approaches	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	15	0.00%	0.00%	26.67%	26.67%	46.67%	4.2	4	5	0.83

Professional Responsibilities (Required Element)

Reference Label: Professional Responsibilities

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Unprepared 3 = Somewhat Prepared 4 = Prepared 5 = Well Prepared

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Uses self-reflection to guide practice and enhance professional growth	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Maintains accurate records	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Builds family and community relationships	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Is immersed in school opportunities	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33	5	5	0.94
Seeks and responds appropriately to feedback from mentor teacher, supervisor, and administrators, and uses opportunities for professional growth	3	0.00%	0.00%	0.00%	66.67%	33.33%	4.33	4	4	0.47
Maintains an appropriate level of professionalism and ethical behavior	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67	5	5	0.47
Total	18	0.00%	0.00%	5.56%	44.44%	50.00%	4.44	4.5	5	0.6

Impact on Student Growth (Required Element)

Reference Label: Student Growth

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Insufficient Evidence 2 = Limited 3 = Developing 4 = Proficient 5 = Exemplary

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	5				
Please rate and comment on the teacher's impact on student growth	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82
Total	3	0.00%	0.00%	33.33%	33.33%	33.33%	4	4	3,4,5	0.82

Please select no more than five of the following descriptors that most accurately represent the dispositional strengths of recent Bowie State University graduates in your school. (Required Element)

Reference Label: Dispositions

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Cooperation	3	100.00%
Professional Attitude	3	100.00%
Acceptable Role Model	0	0.00%
Initiative/Personal Motivation	1	33.33%
Time Management	0	0.00%
Professional Judgment	3	100.00%
Problem Solving Skills	1	33.33%
Emotional Composure	1	33.33%
Intrapersonal Skills	3	100.00%

Overall, how would you describe the preparation and performance of Bowie State University teacher graduates, in general, in your school? (Required Element)

Total Individual Response(s): 3 Individual Response(s)

Response(s)			
respondent1	Acceptable Role Model	10/16/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall 2020
	Initiative/Personal Motivation	8:46 AM (EST)	
	Emotional Composure		
	Time Management		
respondent2	Overall, the teacher graduated are well prepared, communicative, organized, understanding of diverse cultures and participatory.	10/18/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall 2020
		11:54 PM (EST)	
respondent3	I have been fortunate to hire BSU graduates as both full time staff members and substitute teachers. I take a very active role in helping to prepare them for the realities of teaching in todays classrooms. In general, I would say that most BSU teacher candidates graduate adequately prepared for all of the responsibilities of a classroom teacher.	10/19/2020	Survey Launch: Bowie State University College of Education
		8:19 AM (EST)	

On the basis of the preparation and performance of Bowie State University graduates, how likely are you to employ other Bowie teacher graduates? (Required Element)

Total Individual Response(s): 3 Individual Response(s)

spondent1	Very likely	10/16/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall 2020
		8:46 AM (EST)	
respondent2	Very likely	10/18/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall 2020
		11:54 PM (EST)	
respondent3	On the basis of preparation and performance, I am highly likely to recommend other BSU graduate for hire and even fill vacancies at my own school location with BSU teacher candidates should the opportunity arise. I am more likely to hire BSU candidates that completed their practicum and internship experience in my school location.	10/19/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall 2020
		8:19 AM (EST)	

What is your current position at the school? (Required Element)

Total Individual Response(s): 3 Individual Response(s)

respondent1	Principal	10/16/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall 2020
		8:46 AM (EST)	
respondent2	Principal	10/18/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall

		11:54 PM (EST)	2020
respondent3	Principal	10/19/2020	Survey Launch: Bowie State University College of Education Teacher Employer Survey - Fall
		8:19 AM (EST)	2020

Initial Program Completer Survey 2018-2019

Bowie State University College of Education Teacher Education Alumni Survey - Fall 2018

In your opinion, how well did your teacher preparation program at Bowie State prepare you to: (Required Element)

Reference Label: Knowledge

Form Element Type: Rating Scale

Total Individual Response(s): 7 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the content/subject matter/disciplines.	7	28.57%	0.00%	57.14%	14.29%	2.57	3	3	1.05
Create learning experiences that make the content/subject matters/disciplines meaningful for students.	7	28.57%	14.29%	57.14%	0.00%	2.29	3	3	0.88
Understand how students learn, construct knowledge, and how students develop.	7	14.29%	42.86%	28.57%	14.29%	2.43	2	2	0.9
Be aware of how students differ in their approaches to learning and the ability to create instructional opportunities that are adapted to diverse students.	7	28.57%	14.29%	42.86%	14.29%	2.43	3	3	1.05
Total	28	25.00%	17.86%	46.43%	10.71%	2.43	3	3	0.98

In your opinion, how well did your teacher preparation program at Bowie State prepare you to: (Required Element)

Reference Label: Planning and Preparation

Form Element Type: Rating Scale

Total Individual Response(s): 7 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Provide learning opportunities that support the intellectual, social, and personal development of the students.	7	14.29%	14.29%	42.86%	28.57%	2.86	3	3	0.99
Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	7	28.57%	0.00%	42.86%	28.57%	2.71	3	3	1.16
Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	7	14.29%	28.57%	42.86%	14.29%	2.57	3	3	0.9
Total	21	19.05%	14.29%	42.86%	23.81%	2.71	3	3	1.03

In your opinion, how well did your teacher preparation program at Bowie State prepare you to: (Required Element)

Reference Label: Instruction, Assessment, and Evaluation

Form Element Type: Rating Scale

Total Individual Response(s): 7 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction on the classroom.	7	14.29%	14.29%	57.14%	14.29%	2.71	3	3	0.88

Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	7	14.29%	28.57%	42.86%	14.29%	2.57	3	3	0.9
Communicate student achievement and progress to students, parents, and other school professionals.	7	0.00%	28.57%	42.86%	28.57%	3	3	3	0.76
Reflect on teaching practice through careful examination of classroom evaluation and assessment.	7	42.86%	14.29%	28.57%	14.29%	2.14	2	1	1.12
Total	28	17.86%	21.43%	42.86%	17.86%	2.61	3	3	0.98

In your opinion, how well did your teacher preparation program at Bowie State prepare you to: (Required Element)

Reference Label: Managing the Environment

Form Element Type: Rating Scale

Total Individual Response(s): 7 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Understand individual and group motivation and behaviors to create learning environments that encourages positive social interaction, active engagement in learning, and self-motivation.	7	14.29%	14.29%	42.86%	28.57%	2.86	3	3	0.99
Manage classroom resources effectively.	7	0.00%	14.29%	28.57%	57.14%	3.43	4	4	0.73
Total	14	7.14%	14.29%	35.71%	42.86%	3.14	3	4	0.91

In your opinion, how well did your teacher preparation program at Bowie State prepare you to: (Required Element)

Reference Label: Technology

Form Element Type: Rating Scale

Total Individual Response(s): 7 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Demonstrate an understanding of the capabilities of technology and its' impact on education.	7	0.00%	42.86%	0.00%	57.14%	3.14	4	4	0.99
Integrate technology into the teaching and learning process.	7	28.57%	14.29%	28.57%	28.57%	2.57	3	1,3,4	1.18
Demonstrate appropriate moral, legal, ethical, and political judgements in professional decisions.	7	57.14%	0.00%	0.00%	42.86%	2.29	1	1	1.48
Total	21	28.57%	19.05%	9.52%	42.86%	2.67	3	4	1.28

In your opinion, how well did your teacher preparation program at Bowie State prepare you to: (Required Element)

Reference Label: Professionalism

Form Element Type: Rating Scale

Total Individual Response(s): 7 Individual Response(s)

Response Legend: 1 = Very Prepared 2 = Prepared 3 = Somewhat Prepared 4 = Not Prepared

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Reflect on and evaluate the outcome of their choice and action on others (students, parents, and other professionals) in the learning community.	7	28.57%	28.57%	28.57%	14.29%	2.29	2	1,2,3	1.03
Seek opportunities for professional growth and responsibility.	7	42.86%	14.29%	28.57%	14.29%	2.14	2	1	1.12

Collaborate with school colleagues, parents, and professionals in the larger community to support students' learning and well-being.	7	42.86%	14.29%	14.29%	28.57%	2.29	2	1	1.28
Total	21	38.10%	19.05%	23.81%	19.05%	2.24	2	1	1.15

How many years has it been since you last attended Bowie State University? (Required Element)

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 7 Individual Response(s)

Response(s)	Count	Percent
Less than one year	2	28.57%
1 to 2 years	3	42.86%
3 to 5 years	2	28.57%
Over 5 years	0	0.00%

Which program did you earn your Bowie State University degree in? (Required Element)

Form Element Type: One Answer Possible

Total Individual Response(s): 7 Individual Response(s)

Response(s)	Count	Percent
Bachelor of Science in Elementary Education	3	42.86%
Bachelor of Science in Early Childhood/Special Education	2	28.57%
Bachelor of Science in Secondary Education (Biology, English, Mathematics, or History)	2	28.57%
Master of Arts in Teaching (Biology, English, Mathematics, History, or Other)	0	0.00%

Which of the following best describes your current teaching status? (Required Element)

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 7 Individual Response(s)

Response(s)	Count	Percent
Employed as a full-time teacher	4	57.14%
Employed as a part-time teacher	0	0.00%
Employed as a substitute teacher	1	14.29%
Not currently employed as a teacher	2	28.57%

What is the name of the school, city/town, and state you currently teach in or have taught since graduating from Bowie State University? If you are a substitute teacher, please indicate where you work most often. (Required Element)

Form Element Type: Open Ended Response

Total Individual Response(s): 7 Individual Response(s)

Response(s)
Maryland
Capitol heights, Maryland
I have only taught in Virginia since graduating.
None
N/a
Valley Middle School and Grand Forks School District, Grand Forks, North Dakota
Flower Hill Elementary school, Gaithersburg,

What grade(s) do you currently teach or have taught since graduating from Bowie State University? (Required Element)

Form Element Type: Open Ended Response

Total Individual Response(s): 7 Individual Response(s)

Response(s)
3rd grade
1st, then PK
3rd and 4th
None

Advanced Program Completer Survey 2018-2019

Bowie State University Graduate Program Alumni Survey - Fall 2018

Generated through Assessment System

1. In which program did you earn your Bowie State University degree in?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Master of Education in Elementary Education	1	16.67%
Master of Education in Secondary Education	0	0.00%
Master of Education in Reading Education	1	16.67%
Master of Education in Special Education	0	0.00%
Master of Education in Elementary and Secondary School Administration	1	16.67%
Master of Arts and Certificate of Advanced Study in School Psychology	0	0.00%
Doctor of Education in Educational Leadership	3	50.00%

How many years has it been since you last attended Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Less than one year	1	16.67%
1 to 2 years	2	33.33%
3 to 5 years	2	33.33%
Over 5 years	1	16.67%

If you were to start college again, would Bowie State University be your first choice?

Reference Label: If you were to college again, would you enroll at Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Definitely Yes	2	33.33%
Probably Yes	2	33.33%
Probably Not	2	33.33%
Definitely Not	0	0.00%

Would you recommend Bowie State University to others?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Definitely Yes	3	50.00%
Probably Yes	2	33.33%
Probably Not	1	16.67%
Definitely Not	0	0.00%

How often do you use skills or knowledge learned at Bowie State University in your daily work?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Often	4	66.67%
Occasionally	2	33.33%
Never	0	0.00%

How satisfied are you with the overall educational experience you had at Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Very Dissatisfied	0	0.00%
Dissatisfied	1	16.67%
Satisfied	3	50.00%
Very Satisfied	2	33.33%

How satisfied are you, in the following areas, with the impact Bowie State University has had on your professional and academic growth?

Reference Label: How satisfied are you

Form Element Type: Rating Scale

Total Individual Response(s): 6 Individual Response(s)

Response Legend: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very Satisfied

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Writing effectively in your field	6	0.00%	16.67%	16.67%	66.67%	3.5	4	4	0.76
Working cooperatively in a group	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Communicating effectively in your field	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Critically analyzing research literature and/or technical writing from your field	6	16.67%	0.00%	16.67%	66.67%	3.33	4	4	1.11
Preparing for further education in your field	6	16.67%	0.00%	16.67%	66.67%	3.33	4	4	1.11
Learning independently	6	0.00%	0.00%	50.00%	50.00%	3.5	3.5	3,4	0.5
Understanding different philosophies and cultures	6	0.00%	16.67%	33.33%	50.00%	3.33	3.5	4	0.75
Understanding the interaction of society and environment	6	0.00%	16.67%	33.33%	50.00%	3.33	3.5	4	0.75
Applying research to problems in your field	6	16.67%	0.00%	0.00%	83.33%	3.5	4	4	1.12
Recognizing your responsibilities, rights, and privileges as a professional	6	0.00%	16.67%	16.67%	66.67%	3.5	4	4	0.76

Applying principles and methods to problems in your field	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Defining and solving problems in your field	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Total	72	4.17%	5.56%	25.00%	65.28%	3.51	4	4	0.78

Are you currently employed in your Bowie State University earned degree/field of study?

Reference Label: Are you currently employed in your Bowie State University

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 0 Individual Response(s)

Response(s)	Count	Percent
Yes	0	0.00%
No	0	0.00%

If you are not currently employed in your Bowie State University earned degree/field of study, choose the best response below.

Reference Label: If you are not currently employed in your Bowie State University

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
I could not find a job in my major field	1	16.67%
I developed new career interests after leaving Bowie State University	1	16.67%
The jobs in my field did not pay well	0	0.00%
The jobs in my field offered few opportunities for advancement	0	0.00%
I am currently seeking new job opportunities	0	0.00%
I am a full-time student	1	16.67%
I am presently unemployed	1	16.67%
I am employed in my major field	4	66.67%

Please provide the following information about your present employer (school/company name, city/town, and state)

Reference Label: What is the name of the school/company, city/town, and state of your employer since graduating from Bowie State University?

Form Element Type: Open Ended Response

Total Individual Response(s): 6 Individual Response(s)

Response(s)
Prince George’s County Public Schools, Prince George’s County, Maryland
I’m enrolled in a Ph. D. Program at Rowan University in Glassboro, New Jersey.
Do not wish to share this information.
Prince George’s County Public Schools in Prince George’s County MD
Bowie State University
Bowie State University

Please indicate whether you were a full-time or part time student at Bowie State University.

Reference Label: Please indicate whether you were a full-time or part time student

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Full-Time	3	50.00%
Part-Time	3	50.00%

What is your gender?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Female	5	83.33%
Male	1	16.67%
Prefer Not to Answer	0	0.00%

What is your current age range?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Under 25	0	0.00%
25 to 30	1	16.67%
31 to 45	1	16.67%
46 to 60	4	66.67%
Over 60	0	0.00%

What was your age when you graduated from Bowie State University?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Under 25	0	0.00%
25 to 30	1	16.67%
31 to 45	2	33.33%
46 to 60	3	50.00%
Over 60	0	0.00%

What is your ethnicity/race?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
American Indian/Alaskan Native	0	0.00%
Asian/Pacific Islander	0	0.00%
African American/Black	5	83.33%
Hispanic	0	0.00%
White	1	16.67%
Two Races	0	0.00%
Other	0	0.00%
Prefer Not to Answer	0	0.00%

What is your current annual salary range?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Under \$20,000	0	0.00%
\$20,000 - \$34,999	0	0.00%
\$35,000 - \$49,999	1	16.67%
\$50,000 - \$64,999	3	50.00%
\$65,000 or more	2	33.33%

Please provide any additional comments or information you wish to share about your academic experience at Bowie State University.

Reference Label: Please provide any additional comments

Form Element Type: Open Ended Response

Total Individual Response(s): 6 Individual Response(s)

Response(s)

<p>I am hearing impaired. The university really needs to step up its accommodations for the hearing impaired. I was often told I needed to call when I had questions, I can't call because I need to read people's lips when they speak. I had to take several days off of work to go to the campus just to take care of minor questions and concerns. The ADA office needs to be more professional and set up appointments so that the needs of students can be discussed without interruption. Professors need trainings on accommodating students with special needs, especially when requiring videos that are not closed captioned as part of the course work. Finally, when an advisor leaves the university, it would be prudent to automatically assign students a new advisor, not leave the, swinging in the breeze for six months.</p>
<p>Changes are already being made to improve the program.</p>
<p>I was very disappointed to hear that graduates are not considered for employment opportunities to teach at BSU.</p>

I had an awesome experience at Bowie State University. I feel that I received some of my best educational experiences from my professors who were actually still tied in the county's education system in some capacity or another.
The Educational Leadership program at Bowie State employs many professionals that are dedicated to assisting the students of the school to experience success.
N/A

Bowie State University Graduate Program Alumni Survey - Spring 2019

Generated through Assessment Sysytem

1. In which program did you earn your Bowie State University degree?

Reference Label: 1. In which program did you earn your Bowie State University degree in?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Master of Education in Elementary Education	0	0.00%
Master of Education in Secondary Education	0	0.00%
Master of Education in Reading Education	2	33.33%
Master of Education in Special Education	0	0.00%

Master of Education in Elementary and Secondary School Administration	0	0.00%
Master of Arts and Certificate of Advanced Study in School Psychology	0	0.00%
Doctor of Education in Educational Leadership	4	66.67%

How many years has it been since you last attended Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Less than one year	0	0.00%
1 to 2 years	2	33.33%
3 to 5 years	4	66.67%
Over 5 years	0	0.00%

If you were to start college again, would Bowie State University be your first choice?

Reference Label: If you were to college again, would you enroll at Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Definitely Yes	2	33.33%
Probably Yes	3	50.00%
Probably Not	1	16.67%
Definitely Not	0	0.00%

Would you recommend Bowie State University to others?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Definitely Yes	3	50.00%
Probably Yes	2	33.33%

Probably Not	1	16.67%
Definitely Not	0	0.00%

How often do you use skills or knowledge learned at Bowie State University in your daily work?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Often	5	83.33%
Occasionally	1	16.67%
Never	0	0.00%

How satisfied are you with the overall educational experience you had at Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Very Dissatisfied	0	0.00%
Dissatisfied	1	16.67%
Satisfied	2	33.33%
Very Satisfied	3	50.00%

How satisfied are you, in the following areas, with the impact Bowie State University has had on your professional and academic growth?

Reference Label: How satisfied are you

Form Element Type: Rating Scale

Total Individual Response(s): 6 Individual Response(s)

Response Legend: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very Satisfied

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Writing effectively in your field	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Working cooperatively in a group	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Communicating effectively in your field	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37

Critically analyzing research literature and/or technical writing from your field	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Preparing for further education in your field	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Learning independently	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Understanding different philosophies and cultures	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Understanding the interaction of society and environment	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Applying research to problems in your field	6	0.00%	0.00%	50.00%	50.00%	3.5	3.5	3,4	0.5
Recognizing your responsibilities, rights, and privileges as a professional	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Applying principles and methods to problems in your field	6	0.00%	0.00%	33.33%	66.67%	3.67	4	4	0.47
Defining and solving problems in your field	6	0.00%	0.00%	16.67%	83.33%	3.83	4	4	0.37
Total	72	0.00%	0.00%	25.00%	75.00%	3.75	4	4	0.43

Are you currently employed in your Bowie State University earned degree/field of study?

Reference Label: Are you currently employed in your Bowie State University

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Yes	5	83.33%
No	1	16.67%

If you are not currently employed in your Bowie State University earned degree/field of study, choose the best response below.

Reference Label: If you are not currently employed in your Bowie State University

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 1 Individual Response(s)

Response(s)	Count	Percent
I could not find a job in my major field	0	0.00%
I developed new career interests after leaving Bowie State University	0	0.00%
The jobs in my field did not pay well	0	0.00%
The jobs in my field offered few opportunities for advancement	0	0.00%
I am currently seeking new job opportunities	1	100.00%
I am a full-time student	0	0.00%
I am presently unemployed	0	0.00%

Please provide the following information about your present employer (school/company name, city/town, and state):

Reference Label: What is the name of the school/company, city/town, and state of your employer since graduating from Bowie State University?

Form Element Type: Open Ended Response

Total Individual Response(s): 6 Individual Response(s)

Response(s)
Woodridge Elementary School Hyattsville MD
University of the District of Columbia Assistant Professor Department of Education Washington, D.C.
Retired Washington Teacher Union Representative and previous School Administrator.
Prince George's County Schools, Suitland, MD
PGCPS

I have been with Montgomery County Public Schools for 31 years and was a school based administrator when I entered the Doctoral program at Bowie. My degree from Bowie will open a few more doors but pay wise my degree only increased my income by \$2000.

Please indicate whether you were a full-time or part time student at Bowie State University.

Reference Label: Please indicate whether you were a full-time or part time student

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Full-Time	3	50.00%
Part-Time	3	50.00%

What is your gender?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Female	6	100.00%
Male	0	0.00%
Prefer Not to Answer	0	0.00%

What is your current age range?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Under 25	0	0.00%
25 to 30	2	33.33%
31 to 45	1	16.67%

46 to 60	1	16.67%
Over 60	2	33.33%

What was your age when you graduated from Bowie State University?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Under 25	1	16.67%
25 to 30	1	16.67%
31 to 45	1	16.67%
46 to 60	2	33.33%
Over 60	1	16.67%

What is your ethnicity/race?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
American Indian/Alaskan Native	0	0.00%
Asian/Pacific Islander	0	0.00%
African American/Black	6	100.00%
Hispanic	0	0.00%
White	0	0.00%
Two Races	0	0.00%
Other	1	16.67%
Prefer Not to Answer	0	0.00%

What is your current annual salary range?

Form Element Type: One Answer Possible

Total Individual Response(s): 6 Individual Response(s)

Response(s)	Count	Percent
Under \$20,000	0	0.00%
\$20,000 - \$34,999	0	0.00%

\$35,000 - \$49,999	0	0.00%
\$50,000 - \$64,999	2	33.33%
\$65,000 or more	4	66.67%

Please provide any additional comments or information you wish to share about your academic experiences at Bowie State University.

Reference Label: Please provide any additional comments

Form Element Type: Open Ended Response

Total Individual Response(s): 6 Individual Response(s)

Response(s)
N/a
No additional comments

Bowie State is a special place for many people especially me. Bowie State is a home away from home. The instructors are caring and well prepared to teach. The administration is top notch. The custodians are friendly and helpful. The food service crew is on target. The security team is always there on time when needed. If it wasn't for this prestigious university helping many of the students it helps many would not have degrees after high school. In my time spent at Bowie State University I have met an array of different personalities and walks of life all being positive. Bowie State is not only an institution that teaches life skills but it also helps those students in need. Thank you Bowie State University family for all that you do!



I believe Bowie by far has the best teacher education curriculum. I transferred to Bowie's for my Sophomore year and I think that was the best decision I made for my education.

Extensive restructuring is needed in the area of Dissertation I and II.

We are still students and will need help. That is why we enrolled in the program. I was truly disappointed at how Dissertation I and II was "implemented".

I entered the Bowie Program at the Shady Grove Campus in Montgomery County and completed all of my classes there except the dissertation writing classes and the Externship where I had to go to the main campus. What a big difference going from a campus that was full of technology to one that had limited technology. My teachers were outstanding- Dr. Newsome, Dr. Hilliard, Dr. White, Dr. Lee, Dr. Stevenson, Dr. Taylor and Dr. Wimberly made learning enjoyable and encouraged us to finish on time.

My biggest issue with Bowie is that you have a campus in Montgomery County but have not done a lot to recruit students for your doctoral program there. What a shame. My last issue is why it would take over a year and a half to release a dissertation to Proquest. It was finally released last week after sitting in a que waiting for Bowie to release it.

Bowie State University Graduate Program Alumni Survey - Summer 2019

Generated through Assessment System

1. In which program did you earn your Bowie State University degree in?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Master of Education in Elementary Education	1	33.33%
Master of Education in Secondary Education	0	0.00%
Master of Education in Reading Education	1	33.33%
Master of Education in Special Education	1	33.33%
Master of Education in Elementary and Secondary School Administration	0	0.00%
Master of Arts and Certificate of Advanced Study in School Psychology	0	0.00%
Doctor of Education in Educational Leadership	0	0.00%

How many years has it been since you last attended Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Less than one year	0	0.00%
1 to 2 years	1	33.33%
3 to 5 years	2	66.67%
Over 5 years	0	0.00%

If you were to start college again, would Bowie State University be your first choice?

Reference Label: If you were to college again, would you enroll at Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Definitely Yes	0	0.00%
Probably Yes	2	66.67%
Probably Not	0	0.00%
Definitely Not	1	33.33%

Would you recommend Bowie State University to others?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Definitely Yes	0	0.00%
Probably Yes	2	66.67%
Probably Not	1	33.33%
Definitely Not	0	0.00%

How often do you use skills or knowledge learned at Bowie State University in your daily work?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Often	2	66.67%
Occasionally	0	0.00%
Never	1	33.33%

How satisfied are you with the overall educational experience you had at Bowie State University?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Very Dissatisfied	0	0.00%
Dissatisfied	0	0.00%
Satisfied	2	66.67%
Very Satisfied	1	33.33%

How satisfied are you, in the following areas, with the impact Bowie State University has had on your professional and academic growth?

Reference Label: How satisfied are you

Form Element Type: Rating Scale

Total Individual Response(s): 3 Individual Response(s)

Response Legend: 1 = Very Dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very Satisfied

Rated Item(s)	Total	Distribution %				Average	Median	Mode	Standard Deviation
		1	2	3	4				
Writing effectively in your field	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Working cooperatively in a group	3	0.00%	0.00%	66.67%	33.33%	3.33	3	3	0.47
Communicating effectively in your field	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Critically analyzing research literature and/or technical writing from your field	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Preparing for further education in your field	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Learning independently	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Understanding different philosophies and cultures	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Understanding the interaction of society and environment	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Applying research to problems in your field	3	33.33%	0.00%	66.67%	0.00%	2.33	3	3	0.94
Recognizing your responsibilities, rights, and privileges as a professional	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Applying principles and methods to problems in your field	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Defining and solving problems in your field	3	0.00%	0.00%	100.00%	0.00%	3	3	3	0
Total	36	2.78%	0.00%	94.44%	2.78%	2.97	3	3	0.37

Are you currently employed in your Bowie State University earned degree/field of study?

Reference Label: Are you currently employed in your Bowie State University

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 0 Individual Response(s)

Response(s)	Count	Percent
Yes	0	0.00%
No	0	0.00%

If you are not currently employed in your Bowie State University earned degree/field of study, choose the best response below.

Reference Label: If you are not currently employed in your Bowie State University

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
I could not find a job in my major field	0	0.00%
I developed new career interests after leaving Bowie State University	0	0.00%
The jobs in my field did not pay well	0	0.00%
The jobs in my field offered few opportunities for advancement	0	0.00%
I am currently seeking new job opportunities	0	0.00%
I am a full-time student	0	0.00%
I am presently unemployed	0	0.00%
I am employed in my major field	3	100.00%

Please provide the following information about your present employer (school/company name, city/town, and state):

Reference Label: What is the name of the school/company, city/town, and state of your employer since graduating from Bowie State University?

Form Element Type: Open Ended Response

Total Individual Response(s): 3 Individual Response(s)

Response(s)
Prince George's Public Schools
Bowie HS
Prince George's County

Prince George’s County Public Schools
Imagine Andrews Public Charter

Please indicate whether you were a full-time or part time student at Bowie State University.

Reference Label: Please indicate whether you were a full-time or part time student

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Full-Time	1	33.33%
Part-Time	2	66.67%

What is your gender?

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Female	2	66.67%
Male	1	33.33%
Prefer Not to Answer	0	0.00%

What is your current age range?

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Under 25	0	0.00%
25 to 30	1	33.33%
31 to 45	0	0.00%
46 to 60	2	66.67%
Over 60	0	0.00%

What was your age when you graduated from Bowie State University?

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Under 25	0	0.00%
25 to 30	1	33.33%
31 to 45	1	33.33%
46 to 60	1	33.33%
Over 60	0	0.00%

What is your ethnicity/race?

Form Element Type: Multiple Answers Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
American Indian/Alaskan Native	0	0.00%
Asian/Pacific Islander	0	0.00%
African American/Black	2	66.67%
Hispanic	0	0.00%
White	1	33.33%
Two Races	0	0.00%
Other	0	0.00%
Prefer Not to Answer	0	0.00%

What is your current annual salary range?

Form Element Type: One Answer Possible

Total Individual Response(s): 3 Individual Response(s)

Response(s)	Count	Percent
Under \$20,000	0	0.00%
\$20,000 - \$34,999	0	0.00%
\$35,000 - \$49,999	1	33.33%
\$50,000 - \$64,999	1	33.33%
\$65,000 or more	1	33.33%

Please provide any additional comments or information you wish to share about your academic experience at Bowie State University.

Reference Label: Please provide any additional comments

Form Element Type: Open Ended Response

Total Individual Response(s): 3 Individual Response(s)

Response(s)
Bowie State University needs to work on accommodating students who are hard of hearing. Required videos were not closed captioned. Instructors were not accommodating to the needs of students who requested that they not talk and write on the board at the same time. Calling on the telephone is often the only option to communicate with university offices and faculty members. The ADA office was not set up to take appointments or offer a quiet setting in which an appointment could be held.
Na
I completed both my undergrad and graduate programs at Bowie State University. I can say that I was satisfied with my experience at Bowie State and rave about some of my professors. Many of the experiences that I had during my time at Bowie directly correlates to my field of work.

2016-2018 Completer Evaluation of School Administration and Supervision Program Data Analysis and Data
 Department Generated Survey

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
I. Shared Vision											
a. understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	2016	0	0%	0	0%	3	75%	1	25%	1	1.225
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	3	100%	0	0%	0.75	1.299
b. understand and collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school	2016	0	0%	0	0%	1	25%	3	75%	1	1.225
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
c. understand and promote continual and sustainable school improvement.	2016	0	0%	0	0%	1	25%	3	75%	1	1.225
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
d. understand and evaluate school progress and revise school plans supported by school stakeholders.	2016	0	0%	0	0%	1	25%	3	75%	1	1.225
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
II. School Culture and Instructional Program											
a. understand and sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high	2016	0	0%	0	0%	1	25%	3	75%	1	1.225
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
b. understand and create and evaluate a comprehensive,	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	2	40%	3	60%	1.25	1.299

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
rigorous, and coherent curricular and instructional school program.	2018	0	0%	0	0%	2	67%	1	33%	0.75	0.829

c. understand and develop and supervise the instructional and leadership capacity of school staff.	2016	0	0	0	0	0	0	0	0	0	0
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
d. understand and promote the most effective and appropriate technologies to support teaching and learning in a school environment.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
III. Management											
a. understand and monitor and evaluate school management and operational systems.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	3	100%	0	0%	0.75	1.299
b. understand and efficiently use human, fiscal, and technological resources to manage school operations.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	2	40%	3	60%	1.25	1.299
	2018	0	0%	0	0%	2	67%	1	33%	0.75	0.829
c. Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	0	0%	5	100%	1.25	2.165
	2018	0	0%	0	0%	0	0%	3	100%	0.75	1.299
d. understand and develop school capacity for distributed leadership.	2016	0	0%	0	0%	3	75%	1	25%	1	1.225
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	3	100%	0	0%	0.75	0.829
e. understand and ensure teacher and organizational time focuses	2016	0	0%	0	0%	0	0%	4	100%	1	1.732

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
on supporting high-quality school instruction and student learning.	2017	0	0%	0	0%	0	0%	5	100%	1.25	2.165
	2018	0	0%	0	0%	0	0%	3	100%	0.75	1.299
IV. Collaboration											

a. understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	2016	0	0%	0	0%	4	100%	0	0%	1	1.732
	2017	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2018	0	0%	0	0%	2	67%	1	33%	0.75	0.829
b. understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the	2016	0	0%	0	0%	0	0%	4	100%	1	1.732
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
c. understand and respond to community interests and needs by building and sustaining positive school relationships with families and	2016	0	0%	0	0%	4	100%	0	0%	1	1.732
	2017	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2018	0	0%	0	0%	2	67%	1	33%	0.75	0.829
d. understand and respond to community interests and needs by building and sustaining productive school relationships with community	2016	0	0%	0	0%	4	100%	0	0%	1	1.732
	2017	0	0%	0	0%	4	80%	1	20%	1.25	1.639
	2018	0	0%	0	0%	2	67%	1	33%	0.75	0.829
.											

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
V. Integrity, Fairness, & Ethics											
a. understand and act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	2016	0	0%	0	0%	0	0%	4	100%	1	1.732
	2017	0	0%	0	0%	0	0%	3	100%	1.25	2.165
	2018	0	0%	0	0%	0	0%	3	100%	0.75	1.299
b. understand and model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	2	40%	3	60%	1.25	1.299
	2018	0	0%	0	0%	2	67%	1	33%	0.75	0.829

c. understand and safeguard the values of democracy, equity, and diversity within the school.	2016	0	0	0	0	0	0	0	0	0	0
	2017	0	0%	0	0%	1	20%	4	80%	1.25	1.639
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
d. understand and evaluate the potential moral and legal consequences of decision making in the school.	2016	0	0%	0	0%	3	75%	1	25%	1	1.225
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829
e. understand and promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	2016	0	0%	0	0%	0	0%	4	100%	1	1.732
	2017	0	0%	0	0%	0	0%	3	100%	1.25	2.165
	2018	0	0%	0	0%	0	0%	3	100%	0.75	1.299
VI. Political, Social, Economic, Legal, and Cultural Context											
a. understand and advocate for school students, families, and caregivers.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	1	33%	2	67%	0.75	0.829

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
b. understand and act to influence local, district, state, and national decisions affecting student learning in a school environment.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	3	100%	0	0%	0.75	1.299
c. understand and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	2016	0	0%	0	0%	2	50%	2	50%	1	1
	2017	0	0%	0	0%	3	60%	2	40%	1.25	1.299
	2018	0	0%	0	0%	3	100%	0	0%	0.75	1.299

2016-2018 - Completer Evaluation of the Educational Leadership Doctoral Program Data Analysis and Data
 Department Generated Suevey

			Unsatisfactory	Emerging	Proficient	Mastery		
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Program Standard/Category	YEAR	N	%	N	%	N	%	N	%	M	SD
I. District/Organization Shared Vision											
a. understands and collaboratively develops, articulates, implements, and stewards a shared district vision of learning for a school district/educational organization. (1.1)	2016	0	0%	1	14%	3	43%	3	43%	1.75	1.299
	2017	0	0%	0	0%	2	50%	2	50%	1	1
	2018	0	0%	0	0%	2	50%	2	50%	1	1
b. understands and can collect and use data to identify district/organization goals, assess organizational effectiveness, and implement district/organization plans to achieve district/organization goals. (1.2)	2016	0	0%	0	0%	4	57%	3	43%	1.75	1.785
	2017	0	0%	0	0%	1	25%	3	75%	1	1.225
	2018	0	0%	0	0%	3	75%	1	25%	1	1.225
c. understand and can promote continual and sustainable district/organization improvement. (1.3)	2016	0	0%	0	0%	2	29%	5	71%	1.75	2.046
	2017	0	0%	0	0%	1	25%	3	75%	1	1.225
	2018	0	0%	0	0%	2	50%	2	50%	1	1
d. understand and evaluate district/organization progress and revise district/organization plans supported by district/organization stakeholders. (1.4)	2016	0	0%	0	0%	3	43%	4	57%	1.75	1.785
	2017	0	0%	0	0%	2	50%	2	50%	1	1
	2018	0	0%	0	0%	3	75%	1	25%	1	1.225
II. District/Organization Culture and Instructional Program											
a. understand and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized	2016	0	0%	0	0%	4	57%	3	43%	1.75	1.785
	2017	0	0%	0	0%	1	25%	3	75%	1	1.225
Program Standard/Category environment with high expectations for students. (2.1)	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
b. understand and create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)	2018	0	0%	0	0%	2	50%	2	50%	1	1
	2016	0	0%	0	0%	5	71%	2	29%	1.75	2.046
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	3	75%	1	25%	1	1.225

c. understand and develop and supervise the instructional and leadership capacity of district staff.(2.3)	2016	0	0%	0	0%	2	29%	5	71%	1.75	2.046
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	1	25%	3	75%	1	1.225
d. understand and promote the most effective and appropriate technologies to support teaching and learning in a district environment. (2.4)	2016	0	0%	0	0%	3	43%	4	57%	1.75	1.785
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	2	50%	2	50%	1	1
III. District/Organization Management											
a. understand and monitor and evaluate district management and operational systems. (3.1)	2016	0	0%	0	0%	2	29%	5	71%	1.75	2.046
	2017	0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	3	75%	1	25%	1	1.225
b. understand and efficiently use human, fiscal, and technological resources to manage district operations. (3.2)	2016	0	0%	0	0%	6	86%	1	14%	1.75	2.487
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	1	25%	3	75%	1	1.225
c. Candidates understand and promote district-based policies and procedures that protect the welfare and safety of students and staff across the district.	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	2	50%	2	50%	1	1
	2016	0	0%	0	0%	3	43%	4	57%	1.75	1.785

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
d. understand and develop district capacity for distributed leadership.(3.4)		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	2	50%	2	50%	1	1
	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
e. understand and ensure that district time focuses on supporting high- quality school instruction and student learning. (3.5)		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	2	50%	2	50%	1	1
	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
IV. Collaboration											
a. understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	2	50%	2	50%	1	1

b. understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources throughout the	2016	0	0%	0	0%	4	57%	3	43%	1.75	1.785
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	2	50%	2	50%	1	1
c. understand and respond to community interests and needs by building and sustaining positive district relationships with families and	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	3	75%	1	25%	1	1.225
d. understand and respond to community interests and needs by building and sustaining productive district relationships with community	2016	0	0%	0	0%	6	86%	1	14%	1.75	2.487
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	2	50%	2	50%	1	

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
V. Integrity, Fairness, & Ethics											
a. understand and act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)	2016	0	0%	0	0%	2	29%	5	71%	1.75	2.046
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	1	75%	3	25%	1	1.225
b. understands and models principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district/organization. (5.2)	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	2	50%	2	50%	1	1
c. understands and safeguards the values of democracy, equity, and diversity within the district/organization. (5.3)	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	1	25%	3	75%	1	1.225
d. understands and evaluates the potential moral and legal consequences of decision making in the district/organization. (5.4)	2016	0	0%	0	0%	1	14%	6	86%	1.75	2.487
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	2	50%	2	50%	1	1
e. understand and promote social	2016	0	0%	0	0%	2	29%	5	71%	1.75	2.046

justice within the district to ensure that individual student needs inform all aspects of schooling. (5.5)		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	1	25%	3	75%	1	1.225
VI. Political, Social, Economic, Legal, and Cultural Context											
	2016	0	0%	0	0%	2	29%	5	71%	1.75	2.046
		0	0%	0	0%	2	50%	2	50%	1	1

Program Standard/Category	YEAR	Unsatisfactory		Emerging		Proficient		Mastery		M	SD
		N	%	N	%	N	%	N	%		
a. understand and advocate for district students, families, and caregivers. (6.1)		0	0%	0	0%	2	50%	2	50%	1	1
b. understand and act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)	2016	0	0%	0	0%	3	43%	4	57%	1.75	1.785
		0	0%	0	0%	1	25%	3	75%	1	1.225
		0	0%	0	0%	2	50%	2	50%	1	1
c. understand and anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies. (6.3)	2016	0	0%	0	0%	4	57%	3	43%	1.75	1.785
		0	0%	0	0%	2	50%	2	50%	1	1
		0	0%	0	0%	2	50%	2	50%	1	1

Program Completer Survey -Data for School Psychology

Master of Arts and Certificate of Advanced Study in School Psychology program sent out a survey. to former candidates who have been employed between 1 and 8 years. Twenty-six were sent out and 16 were returned (62%). The survey was directly aligned with the 10 domains for training and practice delineated by NASP (i.e., the National Association of School Psychologists). The questions focused on how often skills are used on the job, how satisfied the candidates are with their training, and what additional credentials and/or milestones (were) obtained since completing the program. In addition, the EPP encouraged the completers to provide feedback or recommendations.”

Of the 16 program completers who responded to the survey, 5 of them have worked under a year; 3 of them have worked between one and two years; 6 of them have worked between three and four years; 1 has worked for eight years and 1 pursued additional doctoral and post-doctoral training.

With respect to “satisfaction of completers” the survey attempted to address this issue by asking the program completers to respond to the question, “How **satisfied** are you with the **training you received** in the following areas?” With respect to “relevancy” of their training the survey attempted to address this issue by asking the question, “How often do you use the following skills **in your workplace?**”

Additionally, the open comments shared in the employee survey summary addressed issues related to satisfaction, relevancy and effectiveness of programing. Program completer satisfaction data will be collected after year one and then year three of program completion.

Program Completer Survey-Data for School Psychology
Program Completer Survey-Brief Summary of Findings
Program Completer Survey

Program Completer Survey -Data for School Psychology

Cpmler Survey: Level of Relevancy in the Workplace

How often do you use the following skills in your workplace?

	1-Not at all		2-Somewhat		3-Often		4-Very Often		N/A Non-Applicable												
A	B	C	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R				
Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Mean				
N=16																					
Time working	9 mo.	8 mo.	9 mo.	8 mo.	7 mo.	1 yr. 8 mo.	3 yrs.	3 yrs.	3 yrs. 9 mo.	3years 9 mo.	4 yrs.	4 yrs. 9 mo.	1 yr. 8 mo.	2 yrs.	8yrs.						
Item #																					
6.	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	N/A	3.87				
7.	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	N/A	3.87				
8.	2	4	4	4	4	4	4	4	3	3	4	4	3	3	1	N/A	3.4				
9.	4	4	3	4	4	3	4	4	3	3	4	4	4	3	4	N/A	3.67				
10.	N/A	2	1	3	4	4	2	4	2	4	4	2	3	1	2	N/A	2.71				
11.	4	4	1	3	3	3	3	4	2	3	4	2	2	2	4	N/A	2.93				
12.	3	3	2	3	3	3	2	4	2	4	3	2	2	1	4	N/A	2.73				
13.	4	4	4	4	3	4	1	4	3	4	3	3	2	3	4	N/A	3.33				
14.	4	4	1	3	2	3	4	4	4	4	3	2	1	N/A	3	N/A	3				
15.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	N/A	3.93				

Subject 16 has worked part-time. Pursued additional training after graduating returned.

Item 13: Use of training in diversity in practice. Sixteen out of 26 surveys were returned.

Completer Survey-Level of Satisfaction in Training

How **satisfied** are you with the **training** you received in the following areas?

	1-Not Satisfied at all		2-Somewhat Satisfied		3-Satisfied		4-Very Satisfied		N/A Non-Applicable									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q		
Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Mean	
N=16																		
Item #																		
16.	4	4	4	3	3	4	4	4	4	4	4	4	4	3	4	4	3.81	
17.	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	4	3.81	
18.	2	4	4	4	4	4	4	4	3	4	4	4	3	3	3	3	3.56	
19.	4	4	4	3	4	4	4	4	3	3	4	4	3	3	3	3	3.56	
20.	3	4	4	3	3	4	4	4	2	3	4	3	2	3	3	3	3.25	
21.	4	4	3	2	3	4	3	4	2	3	4	3	2	2	4	2	3.06	
22.	4	4	4	4	4	4	4	4	3	2	4	3	4	4	4	3	3.69	
23.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3.94	
24.	4	4	4	4	3	4	4	4	3	4	4	3	2	3	3	4	3.56	
25.	4	4	3	4	3	4	4	4	4	4	4	4	3	3	3	4	3.69	
26a	X	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
26b	X		X	X	X	X		X	X	X	X	X	X	X	X	X		
26c	FT	PT	FT	FT	FT	FT	FT	PT	FT	FT	FT	FT	FT			**		
26d											X							
26e																X	X	
26f												X					X	
26g																		
26h		X															X	

*Rater indicated that certification in her district is awarded at the end of the first year. **FT Full-time-Private Practice Item 23-Satisfaction with training in diversity.

List of Items 6-15

- 6. Use of data to help schools make informed decisions.
- 7. Use of consultation and collaboration in school activities.
- 8. Assist school personnel in developing academic support or interventions.

- 9. Assist school personnel in developing social, emotional and behavioral supports and interventions.

- 10. Assist schools in assessing, developing, and/ or implement school- wide practices that promote learning.
- 11. Assist schools in implementing Preventive and Responsive Services.
- 12. Participate in Family-School-Community collaborations/partnerships
- 13. Implement diversity and social justice issues in practice.
- 14. Use research and program evaluation skills in practice.
- 15. Use Legal, Ethical, & Professional training in practice.

List of Items 16-26h

- 16. Use of data to help schools make informed decisions.
- 17. Use of consultation and collaboration in school activities.
- 18. Ability to assist school personnel in developing academic support or interventions.

- 19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.

- 20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.
- 21. Ability to assist schools in implementing Preventive and Responsive Services.
- 22. The importance of establishing Family-School-Community relationships.
- 23. Consideration of diversity and social justice issues in practice.
- 24. Use of research and program evaluation support.
- 25. Understanding of Legal, Ethical, & Professional Practice.

26a State Certified

26b NCSP

26c Full-Time certification/employment

26d Tenure/Permanent Status

26e Second/Advanced Degree

26f Doctoral Degree

26g Special Award

26h Other

Comments. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program

Program Completer Survey-Brief Summary of Findings

Instructions: Please complete the following questions. *Thank, you in advance for your participation!*

General Information (Section A)

In Spring 2019, the EPP sent out a survey (Display 8) to former candidates. Twenty-six surveys were sent out and 16 were returned (62%). Program completers who returned the survey were employed from less than one year to eight years. Of the 16 program completers who responded to the survey, 5 of them have worked under a year; 3 of them have worked between one and two years; 6 of them have worked between three and four years; one has worked for 8 years and one pursued additional doctoral and post-doctoral training and has done contractual and part time work.

Regarding Milestones/Advancement (Section D)

-12/16 (75%) respondents are working full-time; 2/16 (13%) are working part-time; 1/16 (6%) is a post-doctoral fellow and 1/16 (6%) did not complete this item.

-15/16 (94%) respondents are State Certified; 14/16 (88%) respondents received their National Certification; 2/16 (13%) obtained additional certifications; 2/16 (13%) received their doctorate; 1/16 (6%) was tenured. *

*Note: Employees advance to tenure once they complete 3 years of employment in a system. If they move to another system or work part-time, the timetable for getting tenure varies). Several of the respondents moved to a different

Skills used in th Workplace (Section B)

1-Not at all 2-Somewhat 3-Often 4-Very Often N/A Non-Applicable

How often do you use the following skills **in your workplace?** See Section E to make additional comments.

Area

- 6. Use of data to help schools make informed decisions.
- 7. Use of consultation and collaboration in school activities.
- 8. Assist school personnel in developing academic support or

Brief Summary of Findings

The questions in this section are aligned specifically to the NASP domains of training and practice.
 -With respect to use in the workplace, the 16 respondents, as a

<p>interventions.</p> <p>9. Assist school personnel in developing social, emotional and behavioral supports and interventions.</p> <p>10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning.</p> <p>11. Assist schools in implementing Preventive and Responsive Services.</p> <p>12. Participate in Family-School-Community collaborations/partnerships</p> <p>13. Implement diversity and social justice issues in practice.</p> <p>14. Use research and program evaluation skills in practice.</p> <p>15. Use Legal, Ethical, & Professional training in practice.</p>	<p>group, note that the following activities are used at least “often” in their respective workplaces (Mean=3.58; Range 3:00-3.93): use of data to help make informed decisions; use of consultation and collaboration in school activities; assisting school personnel in developing academic support or interventions; assisting school personnel in developing social, emotional, behavioral supports and interventions; implementing diversity and social justice issues in practice; use of research and program evaluation skills in practice; and use of legal, ethical and professional training in practice.</p> <p>-On the other hand, the 16 respondents, as a group, note that the following activities are used “somewhat” in their respective workplaces (Mean =2.79; Range 2.71-2.93): assisting schools in assessing, developing, and/or implementing schoolwide practices that promote learning; assisting schools in implementing preventive and responsive services; and participating in family-school community collaborations/partnerships.</p>
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Satisfaction with training (Section C)	
<i>1-Not Satisfied at all</i>	<i>2-Somewhat Satisfied</i>
<i>3-Satisfied</i>	<i>4-Ver Satisfied</i>
<i>N/A Non-Applicable</i>	
How satisfied are you with the training you received in the following areas? Provide additional comments in Section E .	
Area	Brief Summary of Findings
16. Use of data to help schools make informed decisions.	The questions in this section are aligned specifically to the NASP

<p>17. Use of consultation and collaboration in school activities.</p> <p>18. Ability to assist school personnel in developing academic support or interventions.</p> <p>19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.</p> <p>20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.</p> <p>21. Ability to assist schools in implementing Preventive and Responsive Services.</p> <p>22. The importance of establishing Family-School-Community relationships.</p> <p>23. Consideration of diversity and social justice issues in practice.</p> <p>24. Use of research and program evaluation support.</p> <p>25. Understanding of Legal, Ethical, & Professional Practice.</p>	<p>domains of training and practice.</p> <p>-With respect to training, the 16 respondents, as a group, note that their level of satisfaction with training is “satisfied” in all areas (Mean= 3.59 Range 3.06-3.94): use of data to help make informed decisions; use of consultation and collaboration in school activities; assisting school personnel in developing academic support or interventions; assisting school personnel in developing social, emotional, behavioral supports and interventions; assisting schools in implementing school wide practices that promote learning; assisting schools in implementing preventive and responsive services; establishing family-school-community relationships; implementing diversity and social justice issues in practice; use of research and program evaluation skills in practice; and use of legal, ethical and professional training in practice.</p>
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E. Comments

27. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program. See Responses below:

1

Separate academic and behavioral intervention classes.

Practice with reporting evaluation results/IEP meetings in general.Practice interacting with staff and/or other adults.

2

strong academic interventions in place in the school, and a reading specialist that works in the school and classrooms 5 days per week. Academic intervention groups meet daily. There is a strong focus on intervention prior to referral, which is a wonderful feeling. It feels very rewarding to work in a school that believes in a child's strengths and in their ability to be successful, no matter the challenges. Administration is very supportive of mental health, and professional development opportunities involving mental health awareness within the school. My School Counselor and I have a very collaborative relationship and work together often to help our students. In regard to implementing diversity and social justice issues in practice, I was a member of the Disproportionality Workgroup, which was a workgroup created with a focus on preventing the over identification of African American students with an Emotional Disability or Intellectual Disability. Along with giving professional development related to our research and work, we created two checklists to prevent over identification, which were vetted and are now mandatory in XXXX SCHOOL SYSTEM whenever a School Psychologist and IEP team are considering these disabilities (ID or ED). The checklists must be completed at the team meeting, and uploaded along with the psychological assessment. The checklists have guidelines that eliminate the potential of subjectivity. My current dream and goal, which I will now be moving toward, is to next create the first ever School Culture Study in XXXX SCHOOL SYSTEM. The hope is to learn more about the rules for living in my current school, to use the data collected to research trends and correlations, and to use the information collected to put supports in place that strengthen a child's rate of school success. The ultimate goal is to use this framework to branch out to other schools within the county and to create several other School Culture studies in XXXX SCHOOL SYSTEM schools. This will be an endeavor that could not be possible if not for the training and focus on cultural proficiency that I received at EPP. I am so thankful for having had the opportunity to have been a part of the EPP School Psychology Program.

The training provided by the EPP School Psychology program is of top-notch quality. The training we receive in cultural proficiency, which is interwoven throughout every subject, is an integral part of the program that makes EPP unique and sets EPP apart. Because of this training, EPP graduates are adequately prepared to advocate on behalf of students and their families, with the consideration of how big of a role culture plays. Advocating for students is the most important role we have as School Psychologists. The understanding of how culture plays into everything is what makes EPP graduates the strongest candidates when they go out into the work force. I am eternally grateful for the opportunity to have graduated from EPP, and to have received training from Dr. Daniel, Dr. West, and Dr. Scott. I feel fully prepared in my role this year. This career feels very much as it should-very rewarding.

Other: As a XXXX County Public School employee, School Psychologists receive their official Certification toward the end of their first full year of satisfactory performance.

3

Original Comment:

1. More time spent on the ethical and legal aspects of school psychology.
2. More time spent on report writing and how to triangulate data to see a good snapshot of the child.
3. More time spent on testing with lots of practice, feedback, and group discussion involving scoring rules for different tests; along with administration and

feedback.

Additional Comment:

I am happy to help and I am always here if you need me. The size of the cohort will be more of a program downfall than a gift. In order to keep up and even surpass some of the neighboring schools, the program needs to keep a more intimate size as not burn out the instructors and to continue to give quality instruction. Otherwise, the students become more of a number and needed things like more testing administration, scoring, and learning about legal and ethical issues goes out the window. Remember, when it comes to the size of the program cohort, less is definitely more. Otherwise, the program may start sending people out into the workforce unprepared; making a bad name for the program, or have more students not follow through and in turn, drop out of the program instead. A lot hinges on the quality of the program and the social emotional awareness of the staff; especially since they have to give so much to the students. What the students see from the staff and how they are interacted with them will directly impact the decision of the student's willingness to complete the program and stay in the field of school Psychology. Remember the saying, "You can't pour from an empty cup?" "Take care of yourself first." Well, if the staff is taking on more than they can physically handle, it will begin to be more draining and the students will stop getting a quality education. Why? The because the staff's cups would be empty despite trying to pour more knowledge into the students. Less is more and the quality of the educational program trumps the quantity of students in the program.

4

EPP has provided me with an experience unmatched with its cultural and holistic approach to our children. I find myself often looking at the "whole child" and never solely the academics or the behavior alone. I work in two Title I buildings with students/families with significant needs. If for nothing else, EPP has properly prepared me to be a pillar of support, guidance, and consistency for my families. A gift that I truly believe would not have been received if I completed another program. I would like to see EPP provide more information to their students in regard to preventative strategies within the school building. In particular, as it occurs with behavior. We are very reactive when it comes to behaviors we aren't used to and I feel like it would be helpful to have more "tricks in our hats" introduced during the curriculum stage of the program.

EF

Information on Pandas/PANS in classes. Counseling class offered focusing on delivering Psychological services.

5

The EPP School Psychology program provides intensive, "real world" training that applies directly to the NASP-defined role of a school-based psychologist. Upon exiting the program, I felt confident and competent in my abilities to perform successfully as a school psychologist. Unfortunately, in my experience, some school systems do not fully and properly utilize the full skillset and expertise of school-based psychologists. In the future, the EPP School Psychology program may want to enhance training to include more strategies to troubleshoot a wider range of challenges that occur in the field beyond technical training. Otherwise, I genuinely enjoyed my experience and training.

6

I thoroughly enjoyed the program and my time at EPP. The only area I wish I had more information and knowledge is in the area of counseling; while I do not

do a lot of it, I would like to have more techniques and resources in my repertoire, but otherwise, I am very satisfied with my experiences!

11

Last school year there was a school shooting in one of our high schools. I was sent to our reunification center to triage as students arrived from the school. It was a high stress chaotic day. Overall, XXXX handled the incident very well the day of and the days following the event. However, staff in general felt as if they entered uncharted territory. As a result, our system is providing a great deal of PD covering trauma. Psychological first aid, and crisis response. The best advice I can give is to prepare future school psychologists with the same tools-to include the Prepare model. Another area of need I am finding in the schools is students needing to build coping strategies to handle their mental health. The number of students talking about and attempting suicide is rising! Other than those two areas focusing on helping teams with data (MTSS, Intervention, etc.) would be helpful for them moving forward. All the best!

12

I loved the program. I wanted to go to XXXXXX so badly for their program and did not get in. Once I began at EPP. I knew I was where I was meant to be. Everything happens for a reason.

13

More training in IEP Development

15

I enjoyed my experience in the school psychology program at EPP. I believe the instruction fully prepared me for the workforce and the emphasis on cultural awareness and social justice set me apart from my professional peers. During my tenure at EPP, I had difficulties managing life outside of the classroom, due to being new to the area and having to work fulltime. My professors made themselves available to me as a resource for advice and guidance outside of the task required for my degree. After completing the program, I remained in contact with my professors and their continued guidance continues to be available and meaningful. My only recommendation for improvement would be providing students additional opportunities to engage in research. Overall, I appreciate the opportunity to study at EPP State and I continue to recommend the program to others.

16

More training in early childhood birth to 3 years old

Train on more teaching skills

Make sure rising interns are prepared to handle internship interviews.

Outline some of the non-traditional roles for school psychologists? Where else can they work besides schools?

Ensure that rising interns can better articulate the impact of culture on learning and mental health in schools.

Program Completer Survey Form

Thank you for taking a few minutes to complete the EPP School Psychology program employee survey. The following questions will be used to help us evaluate and improve our School Psychology program at this EPP. The survey should take approximately 10-15 minutes of your time. We would appreciate your honest feedback.

Questions about this survey can be directed to:

School Psychology Completer Survey

Instructions: Please complete the following questions. *Thank you in advance for your participation!*

A. Please complete the following:

1) Your Name: _____

2) Employer Name: _____

3) Name of School System/Organization: _____

4) Position/Role in the organization: _____

4) How long have you been employed? _____(years/months)

5). How long have you worked at your current organization? _____(years/months)

B. Please highlight a rating for each of the items below.

1-Not at all 2-Somewhat 3-Often 4-Very Often N/A Non-Applicable

How often do you use the following skills **in your workplace?** See Section E to make additional comments.

Area	Rating				
6. Use of data to help schools make informed decisions.	1	2	3	4	N/A

7. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
8. Assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
9. Assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning.	1	2	3	4	N/A
11. Assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
12. Participate in Family-School-Community collaborations/partnerships	1	2	3	4	N/A
13. Implement diversity and social justice issues in practice.	1	2	3	4	N/A
14. Use research and program evaluation skills in practice.	1	2	3	4	N/A
15. Use Legal, Ethical, & Professional training in practice.	1	2	3	4	N/A

C. Please highlight a rating for each of the items below.

1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable

How **satisfied** are you with the **training you received** in the following areas? Provide additional comments in **Section E**.

Area	Rating				
16. Use of data to help schools make informed decisions.	1	2	3	4	N/A
17. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
18. Ability to assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.	1	2	3	4	N/A
21. Ability to assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
22. The importance of establishing Family-School-Community relationships.	1	2	3	4	N/A
23. Consideration of diversity and social justice issues in practice.	1	2	3	4	N/A
24. Use of research and program evaluation support.	1	2	3	4	N/A
25. Understanding of Legal, Ethical, & Professional Practice.	1	2	3	4	N/A

26. Please share any milestones or recognitions you have received since you started your work.

a. State Certification _____

e. Second/Advanced Degree _____

b. NASP Certification _____

f. Doctorate Degree _____

c. Full-Time Certification _____

g. Special Award _____

d. Tenure/Permanent
Status _____

h. Other: _____

E. Comments

27. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.

College of Education Graduation Rates Reporting Measures for CAEP 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)

	2017-2018	2018-2019
Elementary Education	67%	14%
Early Childhood Education	56%	0%

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

	2017-2018	2018-2019
Elementary Education	71%	N/A
Elementary and Secondary School Admin	29%	100%
Reading Education	29%	100%
Secondary Education	40%	N/A
School Counseling	25%	67%
School Psychology	43%	100%
Educational Leadership	16%	0%
Master Level Initial Certification Programs		
Special Education	60%	100%
Master of Arts in Teaching	31%	100%

Initial Programs Specialty Licensure Areas Data and Comparisons 2016-2019

Bachelor of Science in Early Childhood/Special Education - Analysis of Praxis II Data and Comparisons Data from Content**Knowledge**

The Early Childhood Special Education Program has a 100% pass rate for Praxis II (5025) for the Early Childhood Content Knowledge. The 2016-2017 cohort performed in Health and Physical Education and Creative and Performing Arts (14.3 average points from 16.8 available points). They performed in Social Studies and Science (11.2 average points from 13.8 available points) as well as Mathematics (19.5 average points from 24.7 available points) and Language and Literacy (24.5 average points from 29.7 available points). All candidates successfully passed this portion of the exam, with 19% of the candidates scoring above target and 81% of the candidates scoring at target level.

The Early Childhood Special Education Program has a 100% pass rate for Praxis II (5025) for the Early Childhood Content Knowledge. The 2017-2018 cohort performed in Health and Physical Education and Creative and Performing Arts (13 average points from 16.6 available points). They performed in Social Studies and Science (10.2 average points from 13.9 available points) as well as Mathematics (19.1 average points from 27.8 available points) and Language and Literacy (23.2 average points from 29.6 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 25% of the candidates scoring above target and 75% of the candidates scoring at target level.

The Early Childhood Special Education Program has a 100% pass rate for Praxis II (5025) for the Early Childhood Content Knowledge. The 2018-2019 cohort performed in Health and Physical Education and Creative and Performing Arts (13.8 average points from 17 available points). They performed in Social Studies and Science (11.4 average points from 14 available points) as well as Mathematics (18.8 average points from 24.9 available points) and Language and Literacy (21.8 average points from 29 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 22% of the candidates scoring above target and 78% of the candidates scoring at target level.

Data from Principals of Teaching and Learning

The Early Childhood Special Education Program had a 100% pass rate for Praxis II (5621) for Principals of Teaching and Learning for 2016-2017. The Cohort performed in Professional Development and Leadership (10.3 average points from 14.3 available points) and Assessment (10.1 average points from 14.2 available points). They performed in Analysis of Instructional Scenarios (10.1 average points from 16 available points) and Students as Learners (15.9 average points from 20.9 available points). In Instructional Processes, they received (15.1 average points from 20.7 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 28% of the candidates scoring above target and 72% of the candidates scoring at target level.

The Early Childhood Special Education Program had a 100% pass rate for Praxis II (5621) for Principals of Teaching and Learning for 2017-2018. The Cohort performed in Professional Development and Leadership (11.2 average points from 12.8 available points) and Assessment (10.2 average points from 14.2 available points). Performed in Analysis of Instructional Scenarios (11.8 average points from 16 available points) and Students as Learners (16.7 average points from 21 available points). In Instructional Processes, they received (15.2 average points from 20.2 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 22% of the candidates scoring above target and 78% of the candidates scoring at target level.

The Early Childhood Special Education Program had a 100% pass rate for Praxis II (5621) for Principals of Teaching and Learning for 2018-2019. The Cohort performed in Professional Development and Leadership (10.2 average points from 13.5 available points) and Assessment (9.3 average points from 14 available points). Performed in Analysis of Instructional Scenarios (10.2 average points from 16 available points) and Students as Learners (13 average points from 20.6 available points). In Instructional Processes, they received (15.7 average points from 20.2 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 31% of the candidates scoring above target and 69% of the candidates scoring at target level.

Special Education Praxis II:

The Early Childhood Special Education Program has a 100% pass rate for Special Education for Praxis II (0354/5354) for Special Education Core Knowledge and Applications in 2016-2017. The Cohort performed on Development of Learner (13 average points from 17.4 available points), Professional Responsibilities (16.2 average points from 21.5 available points) and Assessment (14.6 average points from 19.6 available points). The performed in Planning the Learning Environment (18.2 average points from 24.1 available points) and Instruction (17.5 average point From 24.9 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 27% of the candidates scoring above target and 73% of the candidates scoring at target level.

The Early Childhood Special Education Program has a 100% pass rate for Special Education for Praxis II (5354) for Special Education Core Knowledge and Applications in 2017-2018. The Cohort performed on Development of Learner (13.9 average points from 19.1 available points), Professional Responsibilities (14 average points from 20.5 available points) and Assessment (13.9 average points from 20 available points). The performed in Planning the Learning Environment (17.4 average points from 24.2 available points) and Instruction (15.3 average point From 23.9 available points). All candidates successfully passed this portion of the exam.
All candidates successfully passed this portion of the exam, with 31% of the candidates scoring above target and 69% of the candidates scoring at target level.

The Early Childhood Special Education Program has a 100% pass rate for Special Education for Praxis II (5354) for Special Education Core Knowledge and Applications in 2018-2019. The Cohort performed on Development of Learner (13 average points from 17 available points), Professional Responsibilities (16 average points from 22 available points) and Assessment (14 average points from 19 available points). The cohort performed in Planning the Learning Environment (18 average points from 24 available points) and Instruction (18 average point from 25 available points). All candidates successfully passed this portion of the exam. All candidates successfully passed this portion of the exam, with 26% of the candidates scoring above target and 74% of the candidates scoring at target level.

Praxis II - Data from the Licensure Examination – Early Childhood/Special Education

2016-2017 Data

Test Name: 0354 Special Education: Core Knowledge and Application											
2016-2017 N=10 MD Passing Score 151		Development & Characteristics of Learners		Planning & The Learning Environment		Instruction		Assessment		Foundations & Professional Responsibilities	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Average Earned and Available Points	171.1	13	17.4	18.2	24.1	17.5	24.9	14	19.6	16.2	21.5
		Dif = 4.4		Dif = 5.9		Dif = 7.4		Dif = 5.6		Dif = 5.3	
Performance Ranges		10-18		17-25		12-26		8-21		14-23	

Test Name: 5621 Principles of Learning and Teaching: Early Childhood											
2016-2017 N=10 MD Passing Score 157		Students as Learners		Instruction Processes		Assessment		Professional Development Leadership & Community		Analysis of Instructional Scenarios	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Average Earned and Available Points	167.5	15.9	20.9	15.1	20.7	10.1	14.2	10.3	13.4	10.1	16
		Dif = 5.0		Dif = 5.6		Dif = 4.1		Dif = 3.1		Dif = 7.9	
Performance Ranges		14-21		13-21		9-15		7-14		7-16	

Test 5025: Early Childhood Education (Content Knowledge)											
2016-2017 N=10 MD Passing Score 156		Language & Literacy		Mathematics		Social Studies		Science		Health/PE/Performing Arts	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	176.6	24.5	29.7	19.5	24.7	11.2	13.8	11.1	13.9	14.3	16.8
		Dif = 5.2		Dif = 5.2		Dif = 2.6		Dif = 2.8		Dif = 2.5	
Performance Ranges		21-30		16.25		10-14		9-14		11-17	

2017-2018 Data

Test Name: 5354 Special Education: Core Knowledge and Application											
2017-2018 N= 10 MD Passing Score 151		Development & Characteristics of Learners		Planning & The Learning Environment		Instruction		Assessment		Foundations & Professional Responsibilities	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Average Earned and Available Points	164.2	13.9	19.1	17.4	24.2	15.3	23.9	13.9	20.0	14.0	20.5
		Dif = 5.2		Dif = 6.8		Dif = 8.6		Dif = 6.1		Dif = 6.5	
Performance Ranges		11-25		17-22		13-22		8-18		12-19	

Test Name: 5621 Principles of Learning and Teaching: Early Childhood											
2017-2018 N= 6 MD Passing Score 157		Students as Learners		Instruction Processes		Assessment		Professional Development Leadership & Community		Analysis of Instructional Scenarios	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	174.2	16.7	21.0	15.2	20.2	10.2	14.2	11.2	12.8	11.8	16.0
		Dif = 4.3		Dif= 5.0		Dif = 4.0		Dif = 1.6		Dif = 4.2	
Performance Ranges		12-16		12-17		8-12		8-12		9-13	

Test 5025: Early Childhood Education (Content Knowledge)											
2017-2018 N= 9 MD Passing Score 156		Language & Literacy		Mathematics		Social Studies		Science		Health/PE/Performing Arts	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	172.4	23.2	29.6	19.1	27.8	11.2	13.4	10.2	13.9	13.0	16.6
		Dif = 6.4		Dif = 8.7		Dif = 2.2		Dif = 3.7		Dif = 3.6	
Performance Ranges		18-25		14-21		8-13		8-12		10-15	

2018-2019 Data

Test Name: 5354 Special Education: Core Knowledge and Application											
2018-2019 N= 9 MD Passing Score 151		Development & Characteristics of Learners		Planning & The Learning Environment		Instruction		Assessment		Foundations & Professional Responsibilities	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Average Earned and Available Points	171.4	13.3	17.9	18.9	24.2	17.3	23.9	13.3	18.9	16.3	21.6
		Dif = 4.6		Dif = 5.3		Dif = 6.6		Dif = 5.6		Dif = 5.3	
Performance Ranges		12-19		15-23		9-12		9-19		11-20	

Test Name: 5621 Principles of Learning and Teaching: Early Childhood											
2018-2019 N= 13 MD Passing Score 157		Students as Learners		Instruction Processes		Assessment		Professional Development Leadership & Community		Analysis of Instructional Scenarios	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	166.6	13.0	20.6	15.7	20.2	9.3	14.0	10.2	13.5	10.2	16
		Dif = 7.6		Dif= 4.5		Dif = 4.7		Dif = 3.3		Dif = 5.8	
Performance Ranges		12-17		13-18		8-12		8-12		8-14	

Test 5025: Early Childhood Education (Content Knowledge)											
2018-2019 N= 13 MD Passing Score 156		Language & Literacy		Mathematics		Social Studies		Science		Health/PE/Performing Arts	
Aggregated Scores	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	172.3	21.8	29.8	18.8	24.9	11.2	13.9	11.4	14.0	13.8	17.0
		Dif = 8.0		Dif = 6.1		Dif = 2.7		Dif = 2.6		Dif = 3.2	
Performance Ranges		18-23		14-20		9-12		8-12		11-14	

Bachelor of Science in Elementary Education - Analysis of Praxis II Data and Comparisons

The findings detailed in the chart below represent the candidates in the Elementary Education Program who graduated in the 2014-2015, 2015-2016 and 2016-2017 academic periods and passed the Praxis II, a requirement for graduation and certification.

These data reflects the success that the Elementary Education Program graduates met ACEI Curriculum standards. Candidates are prepared with the content and pedagogical knowledge necessary to meet the demands of teaching while assisting elementary Candidates to make connections across content areas, meet individual needs and build on prior knowledge to experience academic success.

The Elementary Education Program has a 100% pass rate for Praxis II as passing Praxis II is a requirement for graduation and being considered a program completer, which results in a 100% pass rate.

The 2015-2016 Cohort performed best in Reading (4.65) and Math (4.40). They performed well in Art, Music and Physical Education (3.65) and struggled most in Science (1.15). Data for Content Knowledge reflects the greatest differences between average points and available points; however.

The data for 2016-2017 is consistent with the 2015-2016 data in that the Cohort performed best in Reading (8.25) and Math (9.75) and struggled most in Science (3.25).

On January 22, 2019, the State Board of Education (SBOE) established requirements for educator preparation programs leading to initial Maryland certification. Its primary goal was to increase the rigor and accountability of educator certification and teacher preparation programs in Maryland. The SBOE then tasked the Maryland State Department of Education (MSDE) with the development of regulatory language that would impact the requirements for entry, standards and competencies, clinical experiences and exit for these programs.

The Language has impacted BSU Initial Certification Programs, including graduate and undergraduate in the following ways:

- SAT Scores • Praxis Core Scores • Program Approval Visits • Teacher Certification Assessments: Teaching Reading: Elementary Education (TREE) • Special Education Core Knowledge Assessment • Elementary: Content Knowledge for Teaching (CKT) • Basic Skills Assessment Policy • Maryland Approved Program Transcript Stamp (MAP)

As a department we have reviewed, vetted and obtained input from the Undergraduate Council, and Teacher Education Council on the new policies, regulations and the impact that they have on our students, department, College and University.

Beginning on September 1, 2019, candidates applying for certification in the areas of early childhood education PreK-3, elementary education 1-6, and generic special education infant-grade 3, and grades 18, must present the Praxis Teaching Reading: Elementary (TRE) assessment in addition to the existing tests for those areas. Since the Educational Testing Service did not releasing the newest version (5205) of this assessment until September 1, 2019, the MSDE will accept the previous version (5203) from those candidates who took the assessment prior to the release of the new version. The MSDE will accept the 5203, if taken prior to September 1, 2019, until August 31, 2020. Those applicants who took the assessment on or after September 1, 2019, must pass the TRE 5205 assessment. Those candidates of English for speakers of other languages and special education 6-adult do not need to present the test until September 1, 2020. (Memorandum dated 12-17-18)

On April 24, 2018, the SBOE approved the adoption of the Elementary Education: Content Knowledge for Teaching (CKT) Assessment. Recognizing that the Social Studies: CKT subtest was in the process of being developed and until such time that the subtest was released, the Social Studies: CKT subtest would be comprised of content from an existing elementary social studies Praxis Assessment, the SBOE preemptively approved the adoption of the Social Studies: CKT subtest at the time of release with the cut score recommended by the Multistate Standard-Setting Panel. In April 2019, the ETS announced that the release of the Social Studies: CKT Subtest would occur on or around September 1, 2019. The Multistate Standard-Setting Panel recommended a passing score of 161. Memorandum dated May 1, 2018.

Given that Maryland test takers were not able to register for the required test until October 5, 2019, the MSDE will accept the older version of and the assessment (7802, 7803, 7804, 7805) if the candidate registered on or before October 5, 2019 and the candidate applies for certification by September 30, 2021, which is the established grace period. Those who registered for the test after October 5, 2019 should take the updated version (7812, 7813, 7814, 7815). Candidates who registered for the old version of the test on or before October 5, 2019, should include a copy of their registration.

These changes greatly impacted our program as well as our candidates. While the program completers demonstrate a 100% pass rate, our program in the year 2018-2019 had several candidates (May 2019 – 2 candidates and December 2019 – 3 candidates) who were unable to graduate because they did not pass some sub-test of Praxis II and/or the TRE. Additionally, candidates experienced increased financial hardships as they had to pay for at least 6 tests and more if they needed to repeat tests. The impact on our program has been our response to determine how we might space the tests out across the curriculum; ensuring that our courses are preparing our candidates to meet the standards of the new assessments; and to determine the supports needed for preparing to take the assessments as well as to fund them.

Praxis II - Data from the Licensure Examination – Elementary Education

2015-2016 Data

The charts provide information for Test #5015/5019 and Test #0622/5622.

Exam # 5019 Elementary Education: Instructional Practice and Applications (Content)													
Exam 5015/5019 AY2015/2016		Reading & Language Arts		Mathematics		Science		Social Studies		Art, Music & Physical Education		Applications (Short Content Essay)	
N= 17 Aggregated Scores	Score	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available
Averaged Earned and Available Points	165.88	26.35	31	21.42	25.82	14.85	16	11.92	14	9.17	12.82	16.26	24
Performance Ranges		Dif= 4.65		Dif= 4.40		Dif= 1.15		Dif= 2.08		Dif= 3.65		Dif= 7.74	

Test # 5622: Principles of Learning and Teaching: Grades K-6 (Pedagogy)											
Exam 5622 AY 2015-2016		Students As Learners		Instructional Processes		Assessment		PDL & Community		Instructional Scenarios	
N=15 Aggregated Data	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	174.87	15.93	21	15.53	20.8	9.8	13.9	11.06	13.9	11.06	16
Performance Ranges		Dif= 5.07		Dif= 5.27		Dif= 4.10		Dif= 2.84		Dif= 4.94	

2016-2017 Data

Exam # 5019 Elementary Education: Instructional Practice and Applications (Content)													
Exam #5019		Reading & Language Arts		Mathematics		Science		Social Studies		Art, Music & Physical Education		Applications (Short Content Essay)	
AY 2016-2017 N=4	Score	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available	Points Earned	Points Available
Averaged Earned and Available Points	167.25	22.75	31	16.25	26	13.5	16	10.5	14	9.75	13	13	24
Performance Ranges		Dif = 8.25		Dif = 9.75		Dif= 2.5		Dif = 3.5		Dif = 3.25		Dif = 9	

Test # 5622: Principles of Learning and Teaching: Grades K-6 (Pedagogy)											
Exam 5622		Students As Learners		Instructional Processes		Assessment		PDL & Community		Instructional Scenarios	
AY2016-2017 N=5	Score	Earned	Available	Earned	Available	Earned	Available	Earned	Available	Earned	Available
Averaged Earned and Available Points	175.6	14.2	20.4	15.2	20.4	9.2	13.8	12.6	14	12.8	16
Performance Ranges		Dif = 9.8		Dif =5.2		Dif =4.6		Dif =1.4		Dif =3.2	

2018-2019 Data –Praxis II Exams

5622 Principles of Learn & Teaching Grades K-6 (Old)											
Exam 5622 MD Passing Score 160		Students as Learners		Instructional Process		Assessment		Professional Development Leadership and Community		Analysis of Instructional Scenarios	
2018-2019 N=3	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	168.33	14.7	21.0	14.7	21.0	10.3	14. 0	10.0	14.0	9.0	16.0
Performance Ranges		Dif =6.3		Dif =6.3		Dif =3.7		Dif =4		Dif =7.0	

2018-2019 Data – New Praxis II Exams

#5622 Principles of Learn & Teaching Grades K-6											
2018-2019 N=11 MD Passing Score 160		Students as Learners		Instructional Process		Assessment		Professional Development Leadership and Community		Analysis of Instructional Scenarios	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	173.72	14.5	21.2	15.0	20.9	8.1	13.5	11.3	13.8	13.5	16.0
Performance Ranges		Dif =6.7		Dif =5.9		Dif =5.4		Dif =2.5		Dif =2.5	

#7802 Elem Ed: CKT Reading & Language Arts Subtest							
2018-2019 N=11 MD Passing Score 161		Foundational Literacy Skills		Language		Constructing Meaning	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	165.74	10.7	18.0	5.2	9.0	22.3	32.4
Performance Ranges		Dif =7.3		Dif =3.8		Dif =10.1	

#7803 Elem Ed: CKT Mathematics Subtest									
2018-2019 N=11 MD Passing Score 150		Counting and Operations with Whole Numbers		Place Values and Decimals		Fractions; Operations with Fractions; Ratios		Early Equations and Expressions; Measurement; Geometry	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	163.36	10.6	14.1	9.5	13.1	6.1	12.7	7.2	10.9
Performance Ranges		Dif =3.5		Dif =3.6		Dif =6.6		Dif =3.7	

#7804 Elem Ed: CKT Science Subset							
2018-2019 N=11 MD Passing Score 154		Earth and Space Sciences		Life Sciences		Physical Sciences	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	166.18	8.0	13.7	9.6	14.2	11.2	15.3
Performance Ranges		Dif =5.7		Dif =4.6		Dif =4.1	

#7805 Elem Ed: Social Studies Subset							
2018-2019 N=11 MD Passing Score 155		United States History, Government; Citizenship		Geography; Anthropology; Sociology		World History and Economics	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	168.45	17.1	25.0	12.7	16.0	7.9	14.0
Performance Ranges		Dif =7.9		Dif =3.3		Dif =6.1	

Secondary Education Initial Certification – Content Programs Tracks

Historically, our secondary education students In English and History pass the Praxis Content the first time that they complete the test. Rarely, it is on the second attempt. The challenge occurs in Mathematics. We have a robust support system in place to support our secondary math students. We offer small group and individual group tutoring through the secondary education math liaison to education. The EPP works with students until they pass the test. Our next step is to analyze if there is a common area of weakness shared by all students or if it is a case by case challenge.

Praxis II - Data from the Licensure Examination Secondary Education

2017-2019 Praxis II Scores by Content Area

#5039 English Language Arts: Content and Analysis									
2017-2019 N=4 MD Passing Score		Reading		Language Usage and Vocabulary		Writing, Speaking, Listening		Constructed Response	
		Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	175.5	34.3	40.5	22.3	28	32.5	41	6.8	12
Performance Ranges		Dif =6.2		Dif =5.7		Dif =8.5		Dif =5.8	

*Other Candidates #5039 Praxis II scores contained no category details

#5941 World and US History: Content Knowledge											
2017-2018 N=1 MD Passing Score	Score	World History to 1450 C.E		World History 1450 C.E. to the Present		United States History to 1877		United States History 1877 to the Present		Historical Thinking Skills Included in Cat 1 through IV	
		Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	167	20	28	18	27	23	29	21	28	23	28
Performance Ranges		Dif =8		Dif =9		Dif =6		Dif =7		Dif =5	

*Other Candidates #5941 Praxis II scores contained no category details

#5161 Mathematics: Content Knowledge					
2017-2018 N=4 MD Passing Score 160	Score	Number & Quantity, Algebra, Functions, Calculus		Geometry, Probability & Statistics, Discrete Mathematics	
		Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	163.25	24	34	11.25	16
Performance Ranges		Dif =10		Dif =4.75	

*Other Candidates #5161 Praxis II scores contained no category details

#5245 Chemistry: Content Knowledge

*All Candidates #5245 Chemistry Praxis II scores contained no category details

#5325 Biology: Content Knowledge

*All Candidates #5235 Biology Praxis II scores contained no category details

Master of Arts in Teaching – Praxis II Data Analysis and Comparisons

The specialty data for the MAT program represented by an N=1 for secondary (7-12) English Language Arts, Biology, Elementary Education Content Knowledge, and Pedagogical do not represent enough data to make comparison and identify trends for candidates.

Based on the limited explanatory power of data with an N=1, an MAT elementary education candidate need additional support in social studies to improve their content knowledge in United States History, Government, Citizenship and World History and Economics. This limited data also suggests that an MAT elementary education candidate need additional support in science to improve their content knowledge of Life Sciences and Physical Sciences. The limited data also suggests that an elementary education candidate need additional support in reading to improve foundational literacy skills. The data also suggests that an elementary education candidate needs to improve knowledge of how to analyze instructional scenarios. For secondary Biology candidates with an N=1, the limited data suggests that candidates content knowledge in molecular and cellular biology, genetics and evolution, and ecology needs improvement. The secondary English Language Arts limited data (N=1) indicates that candidates reading, language usage and vocabulary need improvement. The content knowledge areas that candidates need improvement are not a part of the curriculum for the MAT program. The candidates' content knowledge is directly related to the candidates' undergraduate degree and certification content knowledge courses taken to meet Maryland State certification requirements. The MAT program focuses on providing students with pedagogical knowledge needed to teach content areas.

*Other Candidates in the various Praxis II scores contained no category details

Praxis II - Data from the Licensure Examination

Secondary 7-12

#5039 English Language Arts: Content and Analysis									
2017-2019 N=1 MD Passing Score	Score	Reading		Language Usage and Vocabulary		Writing, Speaking, Listening		Constructed Response	
		Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	168	25	41	20	28	29	29	10	12
Performance Ranges		Dif =16		Dif =8		Dif =0		Dif =2	

#5325 Biology: Content Knowledge													
2018-2019 N=1 MD Passing Score 150	Score	Nature of Science: Scientific Inquiry, Methodology; Techniques & History		Molecular and Cellular Biology		Genetics and Evolution		Diversity of Life and Organismal Biology		Ecology: Organisms and Environments		Science; Technology; and Social Perspectives	
		Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	168	12	16	15	24	12	24	19	23	13	19	9	12
Performance Ranges		Dif =4		Dif =9		Dif =12		Dif =4		Dif =6		Dif = 3	

Elementary K-6

#5622 Principles of Learn & teaching Grades K-6											
2018-2019 N=1 MD Passing Score 160	Score	Students as Learners		Instructional Process		Assessment		Professional Development Leadership and Community		Analysis of Instructional Scenarios	
		Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	184	18	21	21	21	12	14	11	14	9	16
Performance Ranges		Dif =3		Dif =0		Dif =2		Dif =3		Dif =7	

#7802 Elem Ed: CKT Reading & Language Arts Subtest							
2018-2019 N=1 MD Passing Score 161		Foundational Literacy Skills		Language		Constructing Meaning	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	<i>181</i>	12	18	5	9	28	32
Performance Ranges		Dif =6		Dif =4		Dif =4	

#7803 Elem Ed: CKT Mathematics Subtest									
2018-2019 N=1 MD Passing Score 150		Counting and Operations with Whole Numbers		Place Values and Decimals		Fractions; Operations with Fractions; Ratios		Early Equations and Expressions; Measurement; Geometry	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	<i>175</i>	11	14	10	13	10	13	7	11
Performance Ranges		Dif =3		Dif =3		Dif =3		Dif =4	

#7804 Elem Ed: CKT Science Subset							
2018-2019 N=1 MD Passing Score 154		Earth and Space Sciences		Life Sciences		Physical Sciences	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	<i>166</i>	9	12	9	14	11	16
Performance Ranges		Dif =3		Dif =5		Dif =5	

#7805 Elem Ed: Social Studies Subset							
2018-2019 N=1 MD Passing Score 155		United States History, Government; Citizenship		Geography; Anthropology; Sociology		World History and Economics	
	Score	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	<i>167</i>	19	25	12	16	7	14
Performance Ranges		Dif =6		Dif =4		Dif =7	

Master of Education in Special Education Program - Praxis II Analysis of Data and Comparisons

The Graduate Special Education certification program has worked diligently with the Maryland State Department of Education (MSDE) to establish exam cut-off scores that best reflect the needed knowledge and skills for special education teachers in our state. The Educational Testing Service (ETS) has worked closely with CEC to develop national performance standards for these tests to provide guidance to states as they establish state standards. Consequently, cut-off scores are indicators of candidate's level of mastery of program content knowledge. Additionally, CEC formally acknowledges Praxis II assessments align with professional standards. Thus, the formal acknowledgement verifies the alignment of the assessments with state standards.

Praxis II: Special Education 2014-2015 Data - #5354 Special Education: Core

Knowledge and Application

2014-2015 N=5	Development and Characteristics of Learners		Planning and the learning Environment		Instruction		Assessment		Foundations of Professional Responsibilities	
	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	11.5	18	19	22	15.5	23.5	11.5	25	19	23
Performance Ranges	Dif = 6.5		Dif = 5		Dif = 8		Dif = 6.5		Dif = 4	

2015-2016 Data - #5354 Special Education: Core Knowledge and Application

2015-2016 N=5	Development and Characteristics of Learners		Planning and the learning Environment		Instruction		Assessment		Foundations of Professional Responsibilities	
	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	15	17	23	26	15	22	13	19	16	23
Performance Ranges	Dif = 2		Dif = 3		Dif = 7		Dif = 6		Dif = 7	

2016-2017 Data - #5354 Special Education: Core Knowledge and Application

2016-2017 N=2	Development and Characteristics of Learners		Planning and the learning Environment		Instruction		Assessment		Foundations of Professional Responsibilities	
	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	15	17	21	25	18	24	17	21	18	20
Performance Ranges	Dif = 2		Dif = 54		Dif = 6		Dif = 4		Dif = 2	


2017-2018 Data - #5354 Special Education: Core Knowledge and Application

2017-2018 N=2	Development and Characteristics of Learners		Planning and the learning Environment		Instruction		Assessment		Foundations of Professional Responsibilities	
	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	12	18	19	23	18	26	14	18	18	23
Performance Ranges	Dif = 6		Dif =4		Dif =8		Dif =4		Dif =5	

2018-2019 Data - #5354 Special Education: Core Knowledge and Application

2018-2019 N=5	Development and Characteristics of Learners		Planning and the learning Environment		Instruction		Assessment		Foundations of Professional Responsibilities	
	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points	Points Earned	Available Points
Averaged Earned and Available Points	13	18	20	25	17	24	15	20	16	22
Performance Ranges	Dif =5		Dif =5		Dif =7		Dif =5		Dif =6	

Summary Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

		HEOA - Title II 2018 - 2019 Academic Year				
Institution Name		BOWIE STATE UNIVERSITY				
Institution Code		5401				
State		Maryland				
<i>February 3, 2020</i>						
				Statewide		
<i>Group</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Statewide Pass Rate</i>
All program completers, 2018-19	58	57	98%	1596	1545	97%
All program completers, 2017-18				1694	1666	98%
All program completers, 2016-17	33	32	97%	1886	1857	98%

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 counted in multiple assessments at the assessment level.

Advanced Programs Licensure Data CAEP Component Outcomes Measures

School Psychologists Praxis Subject Assessment

Testing Year	Passing Score	# of Exams Taken	# of Individuals	Mean Score	# Passing	% Passing
2018-2019	147	7	7	166.00	7	100%
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 Leaders Licensure Assessment (SLLA) Praxis Subject Assessment

Testing Year	Passing Score	# of Exams Taken	# of Individuals	Mean Score	# Passing	% Passing
2017-2019	165	1	1	164.00	0	0%
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	100%

Ability of Completers to be Hired (Initial and Advanced)

Initial Programs

Program Name	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019
Bachelor of Science Early Childhood/Special Education	N= 17 100%	N= 12 100%	N= 16 100%	N= 10 100%
Bachelor of Science Elementary Education	N= 17 100%	N=4 100%	N= 15 100%	N= 12 100%
Bachelor of Science Secondary Education (Track)	N= 8 100%	N= 7 100%	N= 6 100%	N= 5 100%
Master of Arts in Teaching	N= 5 100%	N= 2 100%	N= 4 100%	N= 2 100%
Master of Education Special Education	N= 5 100%	N= 3 100%	N=6 100%	N= 5 100%

Advanced Programs

Program Name	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019
Master of Education Elementary Education	N= 5 100%	N= 1 100%	N= 2 100%	N= 4 100%
Master of Education Reading Education	N= 6 100%	N= 3 100%	N= 7 100%	N= 3 100%
Master of Education Secondary Education	N= 2 100%	N= 1 100%	N=1 100%	N= 0 100%
Master of Arts and Certification of Advanced Study School Psychology	N= 5 80%	N= 4 100%	N= 3 100%	N= 9 100%
Master of Education Elementary and Secondary School Administration	N= 4 100%	N= 5 100%	N= 3 100%	N= 3 100%
Doctor of Education Educational Leadership	N= 8 100%	N= 6 100%	N= 4 100%	N= 6 100%

8 – Student Loans Default Rates

Initial and Advanced Programs

Loan Default Rate – Bowie State University’s EPP measures the percentages of loans that have been charged off after a prolonged period of missed payments through the federally reported Loan Default Rate for the institution. The loan default rates for initial and advanced programs are presented in the table below.

2018

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