# Annual Reporting Measures (CAEP)

**During the last NCATE Accreditation Visit the following programs were accredited:**

* Early Childhood Education
* Elementary Education
* English Education
* Middle Level Education
* Special Education/Multicategorical
* Dance Education

1. **Impact on P-12 learning and development**

The EPP uses three different types of measures as evidence that program completers are contributing to P-12 learning and growth with their teaching. These include graduate and employer surveys, case study evidence and first year teacher research, along with the state data available in SCLEAD.  Completers voluntarily shared their [SLO and 4.0 evaluative result](https://mycolumbiasc.sharepoint.com/:x:/r/sites/SelfStudyReportDueMay2021/_layouts/15/Doc.aspx?sourcedoc=%7B5E46CC09-E7EA-428B-B95D-0351957DBAF7%7D&file=Induction%20results%202019-2020%20grads.xlsx&action=default&mobileredirect=true)s. This representative data for six programs provides evidence that program completers are effective in applying the professional knowledge, skills and dispositions that were gained or refined during the teacher preparation program. One graduate is in a school district that does not use the SCTS Expanded ADEPT 4.0 Rubric for evaluation, so we only have access to the SLO results.  All graduates met the expectation with proficient or higher SLO results.  Graduates of Columbia College are providing instruction that impacts student growth as evidenced above.  The results linked above have a target score of 3.0.  The two lowest indicators across 5 programs were in the instruction domain (thinking, 2.9 and problem solving, 2.9).  The EPP has already identified these indicators to target during field experience seminars. Early Childhood Education had the lowest overall ratings for each domain (instruction, planning, environment, professionalism).  While the EPP values this representative sample, it is important to note the ratings reflect only one completer for each program for the evaluation of the induction year.

# Indicators of teaching effectiveness

Graduates were evaluated using our statewide ADEPT system. 2020-2021 ADEPT evaluation data from the state indicates 94.8% (37 out of 39 of our Annual 1 graduates) met the expectation using the ADEPT evaluation system. *\*State evaluation data is typically collected on graduates during their second year of teaching. Therefore, our available data reflects the 2019-2020 cohort*

# Satisfaction of Employers and Employment Milestones

Principal Satisfaction Survey was last completed on graduates in SP17, FA17, SP18.  It should have been completed in Fall 2020 for FA18, SP19, FA19, but due to demands placed on principals during the COVID year, the EPP along with principals decided to reschedule the survey for Summer 2021. [Survey results](https://docs.google.com/spreadsheets/d/19SAaareYIlXZ57Bf0h8pyYJLFjAenqGki-mu9HMdx9c/edit?usp=sharing) are linked here along with the [evidence packet](https://mycolumbiasc.sharepoint.com/:w:/s/SelfStudyReportDueMay2021/ET81qQ8k3u1Okey1ON8zVHIBXnm9Zq3SZBxnojSkRmffYw?e=Iv1JGS).

At the time of the self-study, the EPP had a response rate of 37% (37 out of 62) from employers.  The results yielded a proficient overall score for all certifying programs on all five professional dispositions.  Elementary Education was rated the lowest with an overall score of 2.03 and a score of 1.67 in the area of leadership.  Overall, the lowest areas for all completers were in leadership (2.4) and the highest was in Professional Commitment (2.81).  The lowest area, Leadership, is still rated as proficient.

# Satisfaction of Completers

Every three years, the EPP conducts a [graduate survey](https://docs.google.com/forms/d/e/1FAIpQLSeRt4q2BITqhQ2J1oRRLjYdzD1WRhblT4IEqcqq5WRNj4NEPQ/viewform?usp=sf_link).  It was completed in FA18 for graduates through Dec 2013-Aug 17, Spring 2021 for Dec 2017-Aug 2020 grads, and will need to be completed next in Spring 2023 for Dec 2020- Dec 2022 grads.  Due to COVID-19, the schedule needed to be adjusted slightly with a pilot of survey revisions scheduled for this summer (see Standard 5).  Both the Dean of the Division of Education and the Director of Teacher Education were new to their positions when the survey was initially designed.  The survey has since been updated to include clear alignment the EPP outcomes   The probes were rewritten to be actionable to measure the impact of the EPP preparation and aligned to the EPP’s knowledge, performances, and dispositions below and also on the survey linked above and is to be piloted with the Fall 2020 graduate group. The most recent survey was sent to 86 graduates and we had 38 respond for a 44% response rate.

Graduates provide reflective ratings using a scale of 1-4 on topics that include but are not limited to content knowledge, pedagogical knowledge, professional dispositions, assessment, technology use, meeting diverse needs of students, Praxis II preparation and preparation for graduate school. In addition, graduates offered comments about areas the EPP can improve.  Those comments included more in-depth training on how to work with students with IEPs in the general education classroom, how to value and plan for the diverse needs of their learners, and more training on working with guardians.  More specifically, the middle level and English education majors asked for more instruction in classroom management and general education courses to include more emphasis on 6-12 content and strategies. Graduates rated the following statements the lowest.

1. In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Classroom Management Skills based on when you graduated
2. In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Analyzing and Assessing Impact on Student Learning based on when you graduated
3. Please rate your training for using technology in your profession as part of your Educator Preparation Program at Columbia College

Graduate offered comments about the strength of the EPP.  Those strengths included a strong feeling of preparedness to enter a classroom compared to what they observed from other first year teachers and a strong understanding of the 4.0 evaluation instrument. Graduates rated the following statements the highest.

1. In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Professional Dispositions based on when you graduated
2. Please rate the Directed Teaching Field Experience of your Educator Preparation Program at Columbia College,
3. Please rate the Major Areas of your Educator Preparation Program at Columbia College.,
4. Please rate your preparation to work with diverse students of your Educator Preparation Program at Columbia College,
5. Please rate your preparation for Induction Year and Formal Evaluation (ADEPT & SAFE-T or SCTS 4.0) of your Educator Preparation Program at Columbia College,
6. Please rate your training to work collaboratively within the school community as part of your Educator Preparation Program at Columbia College

An [ongoing study of beginning teachers](https://mycolumbiasc.sharepoint.com/:w:/s/SelfStudyReportDueMay2021/EcTgH9cQ7LdOmmUPmLFQTFABqzvrdlXdOr9lweAWjE7Wvg?e=UQ08NF) is being conducted by the EPP. The first two cohorts currently include 23 graduates of Columbia College who participate in surveys and focus group interviews. The preliminary findings of this study support many of the findings documented above. While our graduates report feeling prepared as they enter the classroom, they also note interest in increased training in classroom management, technology, and SPED services, which supports much of the data noted in the candidate surveys. While this study is ongoing, current findings support and reinforce the changes and recommendations made based on similar data collected via surveys conducted with program graduates and employers outside the study.

# Graduation Rates

100% of our candidates graduated and completed their certifying program during the 2020-2021 academic year.

During the last two years of the pandemic the SDE no longer required successful completion of the exams for licensure, therefore the college adopted this practice for the last two cohorts of completers. Therefore, the EPP has a passage rate of 89% for the 2019-2020 year and 72% for the 2020-2021 year.  TCs not yet passing include Early Childhood Education (PLT and Praxis II), Middle Level Education (Praxis II), Dance Education (PLT), Special Education (PLT), and Elementary Education (Praxis II subtest).  English Education had 100% passage rate during the pandemic.  Districts choosing to hire these graduates who have not passed all licensure exams have to offer them a provisional certificate. They will be required to pass all licensure exams within the given timeframe which on average has been a year.

# Ability of completers to meet licensing and any additional state requirements

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# Ability of completers to be hired in education positions for which they have been prepared

87.5% of our 2020-2021 graduates were initially hired to teach in the area in which they were prepared. The 12.5% includes three who have not shared where they will be teaching yet and one who is going to graduate school.

# Student loan default rates and other consumer information

The Columbia College Cohort Default Rates were 6.6% (2016), 3.5% (2015), and 4.5% (2014)