# 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

**Measure 1 (Initial): Completer effectiveness. (R4.1)**

**Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.**

The EPP uses measures from the state evaluation system as the foundation of evaluating completer effectiveness and has access to evidence on graduate’s Impact on Learning from the State Department of Education. All Expanded ADEPT formal evaluation systems must include multiple sources of evidence that reflect teachers’ typical performance relative to each of the SCTS Indicators. Evidence must be collected from the following sources at a minimum: Lesson plans, classroom observations, reflections on instruction and student learning, the professional review, and the SLO and professional growth and development plan. Evaluation teams may also request student work from observed lessons to support SCTS Indicator ratings. Lesson plans and student work will come in a variety of formats, depending on the local context. A summary of our graduate’s Annual One results are linked here for two previous cycles [(2018-2019](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/EfTr8sgsKzVMggMgN9L1orEBImHsXm5WaaJsH_4wKEknAg?e=QqlCde) and [2019-2020)](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/EQFKBeu2xO1Io_ry093nM9oByWZ_jWTaQn-Wm4pP4cQLJg?e=Vm1CnV).

The link to State Department of Education’s guidance on evaluating educators using ADEPT also provides information about each contract level: <https://ed.sc.gov/state-board/state-board-of-education/additional-resources/regulations-table-of-contents/state-board-of-education-regulation-43-205-1-assisting-developing-and-evaluating-professional-teaching-adept/>

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. In 2021, at the time of our self-study 5 of our 6 certifying programs were represented by our graduates participating in the case study group. Our English Education completer does not use the 4.0 evaluative measure in her school district.  Completers voluntarily shared their [SLO and 4.0 evaluative result](https://mycolumbiasc.sharepoint.com/%3Ax%3A/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.

In addition to the case study data, the [alumnae](https://mycolumbiasc.sharepoint.com/%3Ax%3A/r/sites/SelfStudyReportDueMay2021/_layouts/15/Doc.aspx?sourcedoc=%7BC7E14CE4-45D0-4647-A7BE-065717430BAF%7D&file=Survey%20of%20Graduates%20Fa17-Sp20.xlsx&action=default&mobileredirect=true&DefaultItemOpen=1) survey also provides evidence that completers perceive themselves to be prepared for the demands of the classroom. With a 44% participation rate of teachers in their first two years representing 6/6 of the certifying programs here at Columbia College, the EPP can conclude that a representative sample was obtained.

The EPP also annually reviews the student staffing report from SC LEAD as well as official notices from the State Board of Education to monitor completers. A review of the graduates from 2017-2020 found that 79 began as first years with 3 of the 82 teaching out of state.  Of the 79 remaining in South Carolina, 2 are no longer employed in classroom settings with 1 now in graduate school and 1 chose not to enter the classroom due to COVID.  In addition there are 2 that did not continue in the classroom, one, Elementary major, did pass her annual induction evaluation and the other, in Early Childhood, did not pass as she did not complete the school year. The graduate made the decision to break her contract during the first month of the school year which led to her suspension due to breach of contract. The EPP made attempts to reach out to the graduate once made aware of the situation but were unsuccessful.  Of the 82 first year teachers between 2017-2020, 75 out of the 82 are employed in classrooms in South Carolina.

While no trend is noted among programs, the attrition of these students was part of the discussion during the review of individual programs to determine if other differences exist in completer effectiveness that could be impacting retention. The following graduate survey questions were disaggregated by program:

* In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Content Knowledge based on when you graduated.
* In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Pedagogical Knowledge based on when you graduated.
* In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Skills in Teaching based on when you graduated.

[Ratings by program](https://mycolumbiasc.sharepoint.com/%3Ax%3A/r/sites/SelfStudyReportDueMay2021/_layouts/15/Doc.aspx?sourcedoc=%7BC7E14CE4-45D0-4647-A7BE-065717430BAF%7D&file=Survey%20of%20Graduates%20Fa17-Sp20.xlsx&action=default&mobileredirect=true) (see sheet 2) indicate that for this reporting cohort, Elementary and Middle Level rated their preparation lower than the other 4 programs (though still at the level of Proficient). Further analysis of programs at the time of completion ([SCTS 4.0 EDU 485](https://mycolumbiasc.sharepoint.com/%3Aw%3A/s/SelfStudyReportDueMay2021/EZeenVCO7yRFujNRn-YSJ6kBwqwslIQ3d4Mdedky0kr2jw?e=gZ8d62)) supports that while no significant trend exists with Elementary and Middle Level program effectiveness, there are indicators within each domain where these programs rated lowest (Standard and Objective, Questioning, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, Problem Solving, Monitoring Student Behavior, Student Work and Assessment (all meeting the target of Proficient except for the Questioning rating for Middle Level at 1.67, below target). However, it should be noted that there are other indicators where Dance and English Education rated lowest. The EPP then looked at overall domain ratings across programs and found that the Instruction and Environment Domains had the lowest candidate performance in English Education, Dance and Middle Level programs as evidenced by the most recent directed teaching data. On the Planning Domain, English, Dance and Early Childhood had the lowest candidate performance. Again, this supports that no trend across programs exists as it relates to completer effectiveness but [program recommendations](https://mycolumbiasc.sharepoint.com/%3Aw%3A/s/SelfStudyReportDueMay2021/EY2uYYT7xKtCjzsXnNeIAeMBSTxnKOt7KePGUsrkvWqu-w?e=o8SoUt) for improvement can be found that are used to make ongoing, data driven updates within programs and across the EPP. These recommendations along with the feedback from all stakeholders (Assessment Committee, Division, Education Alliance, Alumni Council and Student Advisory Committee) that review data annually to biennially, are the basis for reflection and changes made to the EPP programs.

**Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**

**Data provided should be collected on employers' satisfaction with program completers.**

The collection of data through TEMS is an ongoing part of EPP decision making. Every spring, program and division faculty analyze key assessments and make initial recommendations for program, course, and field updates. Then, data and initial recommendations are presented to the Education Alliance for further analysis and development of the initial recommendations. The input of our stakeholders is a key part of this process and has resulted in recommendations and updates For example, in May of 2019 (took place in summer due to self-study process) stakeholders reviewed the completer data to include the [Teacher Candidate Evaluation](https://mycolumbiasc.sharepoint.com/%3Aw%3A/r/sites/SelfStudyReportDueMay2021/_layouts/15/Doc.aspx?sourcedoc=%7BC7FED437-A89D-4956-84D8-7EEC7E9E43FE%7D&file=Summary%20of%20Teacher%20Candidates%27%20Evaluations%20SP19.docx&action=default&mobileredirect=true) of their program. Candidates indicated a need for more instruction and 1-1 application in technology. The Alliance was surveyed to see what technology use/platforms were needed in their schools/districts and reviewed the [18-19 Certifying Program Technology table](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/EcpO8CUoBkJAhuSwUXd6-lUBuWTaRK5x1z7McVxRRAfRNA?e=Z9B1CD) (faculty report on technology integrated within courses and discussed in Standard 1.3). Based on this review, recommendations to expand the EDU 190 technology special topics course (at the time Smartboard only) to include Google in the Classroom. This class was developed and offered for the first time in the Spring of 2020. In addition, 2 additional special topics courses were developed and are referenced on the [20-21 Certifying Program Technology Table](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/ETa7celjYklLkh4Yku4gQZoBww8h4gC443FGrgsHlgK7pA?e=FBvpqk) (see rows 18, 20 and 21).

In the Spring of 2021, the Alliance provided feedback on the [Employer Satisfaction survey](https://docs.google.com/forms/d/e/1FAIpQLSfvhecvjfHj0BTkQd43t1Ol8s3xyUZ_GyQ3Y4DwGVgrl8Qfhw/viewform?usp=sf_link) to increase the validity of the instrument that is used to measure the satisfaction of employers. This end-of-year survey is sent to building level administrators every three years.  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/%3Aw%3A/s/SelfStudyReportDueMay2021/ET81qQ8k3u1Okey1ON8zVHIBMtIa5k2WDRGdaeImdzXbRA?e=3fGajt).

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.

In addition to the professional dispositions of completers, survey results provide evidence that employers are satisfied with their overall preparation is found in the rating of each the following exceeding the Target of Proficient:

* When thinking about this candidate in terms of the Domains of the SCTS 4.0 Rubric, how would you rate him/her in the area of Instruction when compared to other first year teachers? Mean rating of 2.5
* When thinking about this candidate in terms of the Domains of the SCTS 4.0 Rubric, how would you rate him/her in the area of Planning when compared to other first year teachers? Mean rating of 2.5
* When thinking about this candidate in terms of the Domains of the SCTS 4.0 Rubric, how would you rate him/her in the area of Environment when compared to other first year teachers? Mean rating of 2.625

In addition to the formal ratings, one comment further supports employer satisfaction with our completers: “*XXX is one of the best teachers I have encountered in my 30 years of experience. She has the talent and training to impact and engage students!”*

**Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**

**Data provided should relate to measures the EPP is using to determine if candidates are meeting program**

**expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the**

**ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to**

**determine candidate competency at completion.)**

Finally, during the Directed Teaching semester, TCs bring together all of the knowledge, skills and dispositions developed during their program in their final field experience.  The [Annual Completer Data table](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/EbLcYUqhWchPmTPZq40jFCgB2-tTLOzVswsg48rqzPFQQQ?e=5Nfuwt) (Target 5) shows that candidates are demonstrating the outcomes of Standard 1 with overall ratings of Proficient or higher on each of the three teaching domains of the SCTS 4.0 rubric (Instruction, Planning and Environment). Analysis of each of these Target Points indicate that the progression of candidate development is monitored with feedback throughout the program. As candidate pace is an individual decision, tracking of cohorts is difficult for direct comparison. However, the strong retention of candidates admitted to the Teacher Education Program indicates that the monitoring and supports provided across the candidate program are increasing the likelihood of successful completion. Of the 36 admitted with a projected completion data of 20-21, 32/36 met Target Point Five-program completion for a completion rate of 89%.  The 4 that did not successfully complete were provided a non-certifying option for degree completion. Two out of four are on track to graduate non-certifying in August 2021; 1 was a second-degree seeking student and therefore, did not completion an additional degree program; and 1 is currently being advised concerning future options. The additional use of the institution early alert process, EAB-NAVIGATE, combined with the EPP Target Points and Support Form process are seen as effective in supporting candidate completion as evidenced above.  Annual Completer Data is posted to our website for external review and shared in stakeholder meetings for internal review.

Candidates who do not meet Target Points, receive Support Forms or that express concerns over grades or other program decisions have the right to appeal at the division and college level as outlined on p.26 of the [Teacher Education Handbook](https://mycolumbiasc.sharepoint.com/%3Aw%3A/s/SelfStudyReportDueMay2021/EYrRBNeINGhJuvibdojgKxMB_99Re9SbSXzs_ErDJnp69A?e=q7W0iZ) and in the Columbia College Bulletin. The EPP reviews the demographics of our appeals each year to determine if there is a need for additional student support, particularly within any subgroup.  During the 2020-2021 academic year, the EPP had nine appeals.  Two of those appeals were from candidates who also had support forms, which is the main trend noted.  All candidates were white females with the exception of two males, both white.  Appeal requests were mainly for extensions to Target Point II deadlines and Key Assessment (PEP) deadlines.  Documentation of the summary is found on the [Appeals Summary document.](https://mycolumbiasc.sharepoint.com/%3Aw%3A/s/SelfStudyReportDueMay2021/EbNMAqBlT2hMmEOhqXcnlAwBT2LlBX8a6QPrfk85nziwDQ?e=8aWCGQ)  Looking back at the demographic data of the ratings of [Professional Dispositions,](https://mycolumbiasc.sharepoint.com/%3Aw%3A/s/SelfStudyReportDueMay2021/EbY0Tv-wt5RHv_mt86RKMkcBsEjU_KhjnFxiw9-kmbaBig?e=rfSq8m) in Standard R2 the EPP notes that while white students were represented 100% in the appeal process, mainly for issues surrounding the disposition of Professionalism with punctuality and academic integrity concerns, this subgroup also rated lowest on the formal assess of dispositions that takes place in EDU 485.

Analysis of the Annual Completer data indicates that candidates are ready to move into the profession at the completion of the program, fulfilling the EPP mission of preparing teachers that are “learner ready.” Multiple sources of data used in analysis and presented on the [Annual Completer](https://mycolumbiasc.sharepoint.com/%3Ax%3A/r/sites/SelfStudyReportDueMay2021/_layouts/15/Doc.aspx?sourcedoc=%7B4A61DCB2-59A1-4FC8-9933-D9AB8D231428%7D&file=Annual%20Completer%20Report.xlsx&action=default&mobileredirect=true&DefaultItemOpen=1) Report included Praxis 2, SCTS 4.0 Domains 1, 2, 3 and major GPA and provide evidence of candidate preparation. Each of the above-mentioned assessments provide evidence of candidate preparation. Candidates are demonstrating competency at completion with ratings of Proficiency (target) on each of the EPP assessments as well as passage of licensure exams (100% prior to COVID). Continuous monitoring of candidates' overall performance at checkpoints across the program, outlined in the Target Points, provide support for candidate development. The Target Points, along with performance assessments within coursework (IEP Project, Instructional Unit and Assessment Project) and the final Directed Teaching semester have all been evaluated and further support TC ability to positively impact P-12 student learning.

 The EPP does recognize that there are areas of improvement that can be made to ensure candidates possess the academic competency to teach effectively with positive impacts on P-12 student learning.Candidates can benefit from additional opportunities to develop assessment and planning skills as evidenced in the analysis of multiple sources of data discussed in Standard 1 and 2 and the state ADEPT information available on completers to be discussed later in Program Impact.

The self-study process also allowed the EPP to look across demographic groups and across programs to identify any significant differences in candidate abilities. T-tests were used across overall ratings of race/ethnicity subgroups and identified significant differences between White and Hispanic of Another Race and White and Black or African American in the Instruction Domain. The EPP notes other differences in candidate performance as meaningful and has begun to develop specific strategies for increased planning and use of culturally responsive supports.

In the Spring of 2021, the EPP established working groups to develop [revised definitions of equity and inclusion](https://mycolumbiasc.sharepoint.com/sites/SelfStudyReportDueMay2021/_layouts/15/doc.aspx?sourcedoc=%7b4a93f968-a743-43c8-8c86-3ea2f7d7bf50%7d&action=edit) to align with the college and EPP definition of diversity (see p. 3) in relation to CAEP Standard 1 (1.1-1.4). Across the candidate’s preparation, Diverse, Equitable and Inclusive practices related to the learner and learning (CAEP 1.1), content knowledge (CAEP 1.2), instructional practice (CAEP 1.3), and professional responsibility (CAEP 1.4) are presented under the umbrella of culturally responsive teaching. As noted in Standard 1.1, candidates begin their preparation with a focus on themselves to identify their own biases through the Harvard Implicit Bias assessment. To build additional opportunities for candidates to develop the skills needed to understand the impact of biases on their professional practice, the working group has drafted [initiatives surrounding culturally responsive practices](https://mycolumbiasc.sharepoint.com/%3Aw%3A/r/sites/SelfStudyReportDueMay2021/_layouts/15/doc.aspx?sourcedoc=%7B4a93f968-a743-43c8-8c86-3ea2f7d7bf50%7D&action=edit) to include candidate and faculty outcomes that will begin in the 2021-2022 academic year.

Though graduates rated themselves 4.66 out of 5 on the graduate survey in their ability to work with diverse P-12 students as a result of their preparation at Columbia College (presented in Standard 2.3), these additional recommendations assist the EPP to further ensure that candidates are continuing to grow in their own cultural awareness and develop additional skills needed to design and provide inclusive and equitable practices to meet the needs of diverse P-12 learners.

With the tracking of the diversity of placements across the progression of field experiences discussed in Standard 2, the EPP further provides support of candidate knowledge and skills to teach a broad range of diverse learners, meeting the preparation standards of CAEP. In addition, part of the tracking within TEMS includes the [race/ethnicity/gender and years of teaching experience](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/ERQ6MWC9Eo5BuaN36d0iZjoBUnpl3aN3SFIp3r4XlSg_8w?e=c3a8K4)  as well as the [Diversity in Placements](https://mycolumbiasc.sharepoint.com/%3Aw%3A/s/SelfStudyReportDueMay2021/EfFJaNGGbmBAudcqf2SxdEEBJd4DB0Df6UNJDWX25TD9Ig?e=6mcvnl) file. The Coordinator of Field Experiences is working to refine a process to better use this information to further ensure a diverse range of field experiences for candidates. Part of this process currently being considered is to include the race, ethnicity and gender of college supervisors in this process to increase the likelihood that candidates are supervised by diverse college faculty as able to coordinate. The EPP currently has 31 [NIET certified evaluators](https://mycolumbiasc.sharepoint.com/%3Ax%3A/s/SelfStudyReportDueMay2021/ETg-iXlsecBLs_yu93tUZswBb7TzXPr6KTKFjH688S1wBA?e=uYEYdH) that serve as college supervisors. The EPP has an ongoing faculty recruitment priority to diversify our current pool by race, ethnicity and gender.

**Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have**

**prepared.)**

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.

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.