

2015 EPP Annual Report

CAEP ID:	14021	AACTE SID:	4135
Institution:	Salisbury University		
Unit:	Seidel School of Education and Professional Studies		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 263

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Program requirements, Title II, default rates, exit data (when available):

<http://www.salisbury.edu/seidel/peu.html>

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

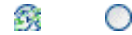
- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	263	89
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization				

based on completer survey results.



5.3 Graduation rates. Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	276	291	307	256	278
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014		72	165	18	5
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>		10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	0				

5.4 Ability of completers to meet licensing (certification) and any additional state requirements.
 information on candidate performance on state licensure tests for initial teacher certification or licensure.

Report

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score * (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	251	0.8	250	100	98
All program completers, 2011-2012	235				

(Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Institution or Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

The EPP has attempted to collect data on the employment status of completers.



program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60 17 9 0 4 2 20

5.8 Student loan default rates and other consumer information preparation provider.

Report consumer information for the educator

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/seidel/peu.html
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/admissions/finaid/
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/careerservices/Facstaff/DataPort/FirstDestSurvey/Default.html
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	http://www.salisbury.edu/seidel/peu.html
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	
na			

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. Candidate competencies in teaching English language learners and gifted and talented students as required by state standards are not assessed across all initial programs.	(ITP)
1. ESOL and G&T differentiations are assigned and will be assessed in ELED 317.	
2. ESOL and G&T indicators are being developed for clinical instruments.	

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

1.	
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- 1. The Acting Assessment and Accreditation Coordinator (AAAC) is planning an assessment workshop for faculty, where they will receive program data to evaluate the efficacy of courses, programs, and clinical experiences.
- 1b. The AAAC has met with all program directors to ensure they have access to course and program data and reports
- 1c. The AAAC is developing an annual assessment calendar for the unit.
- 2a. The unit will be conducting establishing reliability and validity on all course assessments with multiple graders
- 2b. The university assessment office now has a staff member who specializes in reliability and validity who will assist the unit in the coming calendar year.
- 3a. The AAAC has met with individual program directors to ensure that SPA standards are aligned across course and program assessments and that those alignments are evident in aggregate data output.
- 3a. Working groups in programs needing more thorough alignment are meeting regularly

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:



Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

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