

2019 EPP Annual Report

CAEP ID:	11499	AACTE SID:	2010
Institution:	Manchester University		
Unit:	Teacher Education		

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.

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

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

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

2.1.2 Number of completers in advanced programs or 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.)²

Total number of program completers 18

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP
- 3.2 Any change in the legal status, form of control, or ownership of the EPP.
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
- 3.4 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
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status
- 3.7 Change in state program approval

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/annual-reports>

Description of data accessible via link: EPP Annual Reports, Traditional Title II Reports, Alternative Title II Reports

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Link: [https://www.manchester.edu/docs/default-source/oie/2018-factbook-\(external\)_oie_oct2018.pdf](https://www.manchester.edu/docs/default-source/oie/2018-factbook-(external)_oie_oct2018.pdf)

Description of data accessible via link: Factbook 2018 with graduation rates

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Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

Link: <https://drive.google.com/file/d/1mAn9y28XiWL3P1aYcQwyE7LJiP9o3MCy/view>

Description of data accessible via link: Program impact data: IDOE Impact on P-12 learning and development (first three years)

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

Link: https://drive.google.com/file/d/1pbwpkFFGgvfACaenz8-vPA9HnEckpxSF/view?usp=drive_open

Description of data accessible via link: Program impact data: IDOE survey for satisfaction of employers and employment milestones

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

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Initial-Licensure Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5

Link: <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/survey-data>

Description of data accessible via link: Office of Institutional Effectiveness survey regarding satisfaction of completers

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6

Link: <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/survey-data>

Description of data accessible via link: Office of Institutional Effectiveness survey regarding ability of completers to be hired

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7

Link: <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/observation-data>

Description of data accessible via link: Indicators of teacher effectiveness (Danielson rubric data)

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8

Link: <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/caep-2019-self-study/standard-4-program-impact>

Description of data accessible via link: CAEP Self-study Report - Standard 4

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9

Link: <https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/accreditation/student-loan-default-rates>

Description of data accessible via link: Student loan default rates

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
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Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

The EPP has looked at the trends from Title II reports with respect to number of completers, GPA of admitted candidates and completers, and pass rates. While the number of completers has fluctuated, the EPP continues to seek to admit quality candidates into the teacher education program. The median GPA of those admitted has increased since 2013 from 2.747 to 3.44 (2017-18 admits),

which the EPP feels is a direct result of implementation of several checkpoints prior to admittance into the program. Teacher candidates must have an overall and major GPA of 2.5 or higher to be admitted, although most are above 3.0. In addition, their dispositional rubrics filled out by professors and field experience evaluations must be favorable. They must also pass a basic skills assessment or have a high enough SAT or ACT score to be admitted. In addition to these factors, the Director of Teacher Education meets with and mentors students who are struggling academically or dispositionally; these steps have assisted candidates to explore different majors or become more aware of the high expectations to be admitted into the program. In addition, EPP implemented a policy with the 2017-2018 cohort which requires teacher candidates to pass their content tests prior to being given permission to student teach. This resulted in an initial decrease in the number of completers for 2018, but the 2019 cohort was proactive in taking and passing their tests, resulting in a 100% pass rate. The EPP feels the shift in culture and ownership has taken root. This shift was made as a result of feedback from clinical faculty and administration that they wanted assurance that their student teachers had the content knowledge to be licensed.

The downward trend in completers is reflective of the state-wide trend because more expectations and responsibilities are put upon teachers, without more compensation. However, the EPP is actively working with other departments, especially in STEM, to identify students who would be quality teacher candidates to recruit in high need areas.

Title II reports and Annual EPP reports are public on the Manchester University Department of Education's website for stakeholders to access. In addition, measures are shared internally with the Teacher Education Commission, Teacher Advisory Council and departments across campus who house secondary and all-grade education majors.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

Section 6. Continuous Improvement

Waived

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 2019

I am authorized to complete this report.

Report Preparer's Information

Name: Heidi E. Wieland

Position: Field Experience and Assessment Coordinator

Phone: 260-982-5961

E-mail: hewieland@manchester.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge