

2021 EPP Annual Report

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

Section 1. EPP 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"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<https://www.manchester.edu/academics/colleges/college-of-education-social-sciences/academic-programs/education/education-home/education-majors/licensure-areas>

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 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure ¹	18
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	1

Total number of program completers 19

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 2019-2020 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/survey-data/completer-survey-data>

Description of data accessible via link: EPP Survey Data from 2019 and 2017 Graduates; DOE Surveys of Graduates (if response was above 10)

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 checked="" 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"/>

2

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

Description of data accessible via link: EPP Survey of employers for 2019 and 2017 graduates; DOE surveys of employers (if response was above 10)

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 checked="" 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"/>

3

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

Description of data accessible via link: Graduation Rates

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial

8

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

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 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/observation-data>

Description of data accessible via link: Student Teaching Evaluations (Impact on Student Learning)

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"/>

10

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

Description of data accessible via link: Graph of percentage of graduates employed or in graduate school

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 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"/>

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?

Reviewing the Annual Reporting Measures provides the EPP with confidence in the current trend of completer satisfaction. The last three years of surveys indicate 75% of completers rate the Manchester EPP's teacher preparation program as excellent. Of the 20 statements evaluated on a 4 point scale, consistently completers rate integrating technological tools to enhance student learning as one of the areas the EPP should consider as a focus area. As a result, the EPP will offer a stand alone course called Integrating Technology in the Classroom. The course will be taught by a former classroom teacher who now serves as the institution's course management system expert.

Additionally, the EPP continues to track its impact on student teachers' performance since it implemented the policy of passing all content licensure exams prior to student teaching. Because the EPP requires these tests to student teach, the percentage of completers obtaining a teaching license is high. When compared to data collected on completers prior to the implementation of the

policy (2018), the completers since then seem to be able to focus on the pedagogy, and not have to worry, as well, about the content they are teaching.

This change in the selection process has not been easy to implement. The number of teaching candidates who must delay student teaching, and therefore do not count as completers has averaged 1.67 per year. The EPP will continue tracking the impact on its candidates. Because of the high stakes, the EPP spent the last year designing and gaining faculty approval for three new courses directly aligned with the science and social studies standards assessed on the elementary content exams. It is currently working with disciplines to conduct a scope and sequence of curriculum in connection with the content standards for which teaching candidates are held accountable.

The EPP relies heavily on two specific groups for analysis of data and decision making processes. (1) The Teacher Advisory Council, a council consisting of alumni, current classroom teachers, administrators, and teaching candidates is now in its third decade of service. It meets biannually, and members often communicate directly with the EPP regarding ideas or feedback they have in between meetings. (2) Additionally, the Manchester University has a standing committee exclusively to serve in the governance of the MU teaching program. This committee is assigned by the institutional Academic Governance Committee (AGC) and is comprised of representatives of disciplines in which teaching licenses are awarded. Currently, members of TEC represent biology, chemistry, English, mathematics, and music. The registrar also attends meetings as does a representative from the teaching program. Two teaching candidates sit on the committee as well. With each of these groups, the MU EPP shares data regarding the quality of its teaching candidates and its program.

Members of the EPP also meet weekly, providing opportunities to discuss data collected throughout the semester, analyze effectiveness of changes made, or consider changes that need to be made to course curriculum or programmatic expectations. In this setting, individual teaching candidates' dispositions are discussed and the quality of teaching candidates seeking teaching licenses are analyzed. Additionally, at the end of each academic year, the EPP holds a retreat to review program goals and the data collected regarding those goals. It is during these retreats that innovative ideas often emerge and plans for programmatic changes occur. To provide systematic structure, the EPP created the "Continuous Improvement Analysis and Plan of Action Workflow," a document that offers an overview of the EPP's use of data, goals or decisions based on the data, and other important elements including identification of the person responsible and a follow up date.

Committee minutes document stakeholders' conversations, analysis of data, and the evaluation of the program. Via the EPP's Sharepoint, EPP members have access to the minutes for these three groups, and these are submitted as evidence in self-studies.

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 2021 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Heidi Wieland

Position: Field Experience and Assessment Coordinator

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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 reviews.
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 review 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