2017 EPP Annual Report

CAEP ID:	11895	**AACTE SID:**	228
Institution:	Auburn University Montgomery		
Unit:	College of 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	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

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 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to <u>initial</u> teacher certification or licensure

<div style="text-align:right">72</div>

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.)

<div style="text-align:right">50</div>

Total number of program completers   122

2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 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.
Candidate Performance Data; Survey Data; Title II Reports, etc.:
http://www.education.aum.edu/about/candidate_performance_data

Noel-Levitz; Graduation Survey Data; AUM Data:
http://www.aum.edu/institutional-effectiveness/assessment

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 2 cited as a result of the last NCATE review:

1.	The unit does not ensure consistent involvement of stakeholders in the evaluation of assessments.	(ITP)	(ADV)

The 2016 EPP Annual Report related that all programs would identify advisory committees specific to each program area; that the assessment system would be revised to meet new standards; and that the assessments would be evaluated by COE stakeholders.

A new Internship Evaluation Rubric common to all program areas using the InTASC standards was developed in 2016, and the Lawshe method was used to insure content validity. Specifically, the instrument was sent to 46 cooperating teachers for input. Twenty-four of the forty-six cooperating teachers responded – 52% return rate.

Advisory Board meetings were held with stakeholders on March 4, July 22, November 1, and November 4, 2016. In 2017, meetings with stakeholders have been held so far on February 24 and March 1. The new College of Education Internship Evaluation Rubric and supplemental rubrics relative to each program were discussed and presented to stakeholders (P12 educators and administrators, candidates, alumni, technology coordinators, community partners, and industry leaders) for review and validated as necessary utilizing the Lawshe method. Thus, a concerted effort has been made to ensure involvement of stakeholders in the evaluation of the COE's assessments.

As stakeholders, the AUM College of Arts and Sciences faculty and College of Public Policy and Justice faculty have been provided a breakdown of Praxis content specific scores and participated in discussions to help our teacher candidates in those areas. Meetings with faculty from these two colleges in the targeted secondary areas - history, English, and social studies – took place as well to discuss ways to improve secondary education programs, specifically how to adjust the courses taken so that candidates are more prepared for the content they will teach in the secondary classroom.

During Fall 2016 semester the assessment system was revised and rebuilt and will continue to undergo minor adjustments in order to collect data more efficiently. The COE Assessment Committee met on February 23, 2017 to review the data collected in Fall 2016 and modifications are being made.

In addition to EPP involvement of stakeholders, COE faculty assisted in a statewide partnership to create employer and in-service teachers' assessment instruments. Following the release of the CAEP standards, CAEP coordinators and members of the Alabama Association of Colleges for Teacher Education (ALACTE) met with members from Alabama State Department of Education (ALSDE) to discuss accreditation requirements and concerns. EPPs across the state agreed to work on developing statewide employer and alumni surveys based on InTASC Standards and all institutions were asked to share alumni, employer, and exit surveys; field/clinical and professional dispositions evaluations; and impact on student learning assessments. A sub-group of the committee/taskforce was created to draft an instrument with the feedback from all CAEP coordinators. Seven institutions piloted the instrument and content validity was established utilizing Lawshe's Method. The draft instruments were then presented during a state-wide stakeholder meeting that included the executive director of the School Superintendents of Alabama Association; executive director of the Alabama Council for Leaders in Alabama Schools; ALACTE representatives from seven higher education institutions; AACTE's Sr. Vice President for Policy and Programs; and administrators, certification officers, and technology support personnel from the ALSDE. This group refined the survey format, developed a process for content validation of the surveys, and determined that the ALSDE would disseminate instruments utilizing their established platforms. In addition, the ALSDE agreed to analyze the results and distribute the results to each EPP.

Section 7. Accreditation Pathway
Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

In March of 2016, the Alabama State Department of Education entered into a partnership agreement with CAEP, and the AUM College of Education began transitioning to the new CAEP Standards. A new target standard will be selected after data is collected and analyzed to determine the best course of action for the Selected Improvement option.

With regards to the previous continuous improvement pathway, which was NCATE Standard 3 - All areas of NCATE Standard III for advanced programs were selected to progress toward the target level. The activities and progress listed in the 2016 EPP Annual Report remain unchanged with the exception of Goal 1, which is as follows:

Goal 1: Interaction with families and school community will increase for all candidates in the COE through community and service learning projects collaboratively planned and implemented by peers. College of Education candidates are working on Service Learning hours associated with their program area courses. Departments have designated Service Learning courses for each program. These courses will have a field component that will function as the Service Learning Project. Specific project guidelines will be determined by the Professor or Instructor. The Professor/Instructor will issue and distribute Service Learning Certificates upon completion of the course. Once the candidate receives the Service Learning Certificate, it should be scanned and uploaded to the Livetext Portfolio. (There should already be a Service Learning link in the Portfolio). This Service Learning requirement applies to all initial certification candidates. As we transition to the new CAEP and ALSDE standards, plans to add a Service Learning tab in candidate portfolios in Livetext has been discussed.

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 2017 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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 derided from accreditation documents.