

2018 EPP Annual Report

CAEP ID:	11205	AACTE SID:	1865
Institution:	Livingstone College		
Unit:	Division of Education, Psychology and Social Work		

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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 3

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 0

Total number of program completers 3

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 2016-2017 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 Any change in the legal status, form of control, or ownership of the EPP.
No Change / Not Applicable

3.3 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

3.4 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
No Change / Not Applicable

3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

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://livingstone.edu/academics/>

Description of data accessible via link: Livingstone College Teacher Education Statistics and CSWE Competencies

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<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 Division of Education, Psychology, and Social Work at Livingstone College is committed to maintaining an education preparation program that operates in excellency by teaching courses that are relevant and foundational for teacher candidates, and providing learning opportunities outside of the classroom via student teaching and service learning projects. Livingstone's Education Division has identified and embraced the need to incorporate technology through the use of Blackboard, social media, and technology assistive tutoring, including phonemic awareness in its' Introduction to Early Childhood course, and implementation of Praxis Practice Labs for incoming freshmen and upper level students enrolled in the education program. Going forward, it will embed phonemic awareness in all applicable classes to better prepare students for the Pearson assessments. Measures #3-4, 5, 6, and 7:

Satisfaction of completers and employers was evident in telephone interviews. All three (3) completers expressed great contentment with their instructional support and preparedness to enter the teaching field, faculty advising, and resources at Livingstone College. For the 2016-2017 school year, we had 100% - a total of three (3) students who completed all required coursework for our Education Preparation Program and passed the required licensing exams to become teachers. Also, 100% of our completers (3) were hired by the Rowan-Salisbury School system in which student teaching took place. The two employers

from Rowan-Salisbury School System (North Rowan Elementary and West Middle School) who hired our completers were very satisfied and continue to support and partner with Livingstone's Education Preparation Program.

Measure #8 - Student loan default rates and other consumer information:

The institution's student loan default rate is averaged at 26.1%, however, the average pay schedule for a beginning teacher in the state of North Carolina is \$35,000/year with 0 years experience (this is an increase from the previous \$30,800 salary of 2013). The current tuition and fees schedule per student is at an average of approximately \$24,750/annually at our institution.

Section 5. 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.

NCATE: Areas for Improvement related to Standard 5 cited as a result of the last CAEP review:

1. The unit lacks sufficient evidence that most professional education faculty members are actively engaged in scholarly inquiry. (ITP)

Livingstone College is committed to professional development of faculty and staff, and continuous improvement of all programs as prescribed by the accrediting bodies for the institution (SACSCOC) and the teacher education program (formerly NCATE, now CAEP). Continuous improvement workshops and activities are required components of the opening sessions for each semester, and the closing session of the spring semester. During the academic years, Fall 2016 - Fall 2018, teacher education faculty participated in the following on and off-site workshops, conferences, forums, and symposiums:

Spring 2016 (On-Site): ADP Training, Faculty Academic Standards, Campus Personal Safety, Assessment: Collecting and Using Data, Enhancing Student Learning Outcomes - using assistive technology, metacognition, and close reading strategies. Fall 2016 (On-Site): Grant Writing, Title IX Training Update, Assessment and Data Collection, Advising and Finance (the impact of advising on student loans). Fall 2016 (Off-Site): NC-ACTE Fall 2016 Forum, Faculty Resource Conference: Teaching a New Generation of Students. Spring 2017 (On-Site): Using Work Plans to Help Students Achieve Satisfactory Academic Performance, Using PPT Animation as an Instructional Tool, Writing for peer Review Journals, Assessment: Collecting and Using Data to Improve Program Outcomes, Using PLATO Assistive Technology in the Majors, Mental Health for Adults (Signs faculty should look for that signal students are not OK) full day training for all faculty. Spring 2017 (Off-Site): Empower2: Preparing a Competitive HBCU Applicant Pool for Health Science Careers. Fall 2017 (On-Site): Advising, Assessing and SLOs (student learning outcomes), Concussion Safety: What Student Athletes and their Teachers need to Know. Title IX Faculty Yearly Training Update. Fall 2017 (Off-Site): NC-ACTE Fall Forum 2017, Meeting of the Deans, Professional practice, Tough Questions, Tough Choices for NC Education Preparation Programs. Spring 2018 (Off-Site): Meeting of NCICU Teacher Education Deans, CAEP Conference, NC Education Conference.

Faculty for 2016-2017: Erwin, Alexander; Davis, Suzette; Hough, Brooke; Snipes, Shaftina; Corlett, Cynthia (PED); Lovett, Marilyn (Adjunct); Alfieri, Sal (PED).

Faculty for 2017-2018: Duncan, Carolyn; Davis, Suzette; Edwards, Sharla; Lovett, Marilyn (Adjunct); Bryson, Darius (PED); Williams, Lisa (Adjunct); Corlett, Cynthia (PED).

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?

- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The teacher education program is committed to preparing teachers who can make a strategic difference in the lives of all children (including those among the least privileged in society), who are willing to accept positions of leadership in their schools and professional organizations, and who expect and seek excellence in their own accomplishments and the accomplishments of those they serve. To assist in charting the progress of students in the program, Livingstone College EPP has a quality assurance system that uses data from combinations of the following assessments:

- Required GPA (accumulative from all courses completed)
- Required Minimum "C" Grade for all classes completed
- Required Observation Hours / Assignments
- Course Cumulative Grades
- Grading Rubrics
- Candidate Reflections
- TPAI e-Portfolio
- Candidate Work Samples
- Evaluation of Methods Placement by Clinical Teacher
- Evaluation of Student Teaching Field Placement by Clinical Teacher

Analysis of data indicated that a small number of students were passing the required Praxis series tests, so that they could be inducted into Teacher Education. As a result, faculty began discussing ways to intervene, and data-driven modifications that were discussed included the following:

1. Instituting Praxis- lab requirements for all students declaring Teacher Education as an intended major;
2. Requiring Praxis tutoring for all intended Teacher Education majors, and
3. Requiring Praxis test simulations.
4. Instituting the same for Pearson, as students progressed toward completion.

Analysis of data and debriefing students who took the test indicated Pearson test-takers were struggling with time management, and making the switch from knowledge of content to application of content to the instructional environment. Some ways to remedy this were as follows:

1. Embed teaching applications into syllabi of all upper-level courses;
2. Institute Pearson labs similar to the Praxis labs;
3. Pair each candidate with a clinical-teacher who mentors them through the Pearson.

The recommendations / suggestion were set for implementation fall 2018. The first students going through the Praxis Labs will be tested spring of 2019.

Minutes, notes from meetings to document that EPP met to discuss current status; sign-in sheets documenting student participation will document implementation of plan.

Periodic analysis of student progress will provide an indication of further changes that need to be made.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.3 Application of content and pedagogical knowledge
- 1.5 Model and apply technology standards
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.5 Candidate positive impacts on P-12 students
- 3.6 Candidates understand the expectation of the profession
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation

Successfully

Upload data results or documentation of data-driven changes.

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

Please let us know, in advance, if selected to share at a CAEP Conference

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

Livingstone College has identified the following gaps from NCATE to CAEP standards, as it relates to its' Educator Preparation Program:

CAEP Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, class instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Formerly, with NCATE, the Education Division collected data in the form of a self-evaluation instrument for completers to reflect on their accountability, reliance, and sound judgment. However, this standard requires a more in-depth look at completer satisfaction with the EPP program, as well as the satisfaction of the level of preparation the employers have observed. To comply with the request, telephone interviews were conducted with the three (3) 2016-2017 completers about their satisfaction with Livingstone College's Education Preparation Program and its' impact on their effectiveness. All three completers believe that our EPP prepared them to become effective teachers due to the support, resources, and faculty advisors in the program. Also, via telephone interview, the current employer for each of the 2016-2017 completers were asked to reflect on the preparedness of these beginner teachers and how satisfied they are with their performance. Both principals were very pleased with their teachers and look forward to hiring more new teachers who have completed our program.

Tag the standard(s) or component(s) to which the text applies.

4.1 Completer impact on student growth and learning

- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
 - A.4.1 Satisfaction of Employers
 - A.4.2 Satisfaction of Completers

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

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 2018 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name:

Position:

Phone:

E-mail:

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**