

Annual Reporting Measures

During the 2022 Accreditation Visit the following initial certification programs were accredited:

- ✓ Early Childhood Education
- ✓ Elementary Education
- ✓ English Education
- ✓ Middle Level Education
- ✓ Special Education/Multicategorical
 - ✓ Dance Education

1. Impact on P-12 learning and development

The EPP uses three different types of measures as evidence that program completers are contributing to P-12 learning and growth with their teaching. These include graduate and employer surveys, case study evidence and first year teacher research, along with the state data available in SCLEAD. Completers voluntarily shared their SLO and 4.0 evaluative results. This representative data for six programs provides evidence that program completers are effective in applying the professional knowledge, skills and dispositions that were gained or refined during the teacher preparation program. One graduate is in a school district that does not use the SCTS Expanded ADEPT 4.0 Rubric for evaluation, so we only have access to the SLO results. All graduates met the expectation with proficient or higher SLO results. Graduates of Columbia College are providing instruction that impacts student growth as evidenced above. The results linked above have a target score of 3.0. The two lowest indicators across 5 programs in the instruction domain include assessment (2.13) and problem solving (2.03) with 2.00 being proficient). The EPP has already identified these indicators to target during field experience seminars. Dance Education had the lowest overall ratings for each domain (instruction, planning, environment, professionalism).

2. Indicators of teaching effectiveness

Graduates were evaluated using our statewide ADEPT system. 2021-2022 ADEPT evaluation data from the state indicates 100% (27 out of 27 of our Annual 1 graduates) met the expectation using the ADEPT evaluation system. There was one additional graduate who works in a public school system that does not use the statewide ADEPT evaluation system, so her results are not reported. **State evaluation data is typically collected on graduates during their second year of teaching. Therefore, our available data reflects the 2020-2021 cohort.*

3. Satisfaction of Employers and Employment Milestones

Principal Satisfaction Survey will be conducted again this coming academic year (2023-2024).

At the time of the self-study in 2022, the EPP had a response rate of 37% (37 out of 62) from employers. The results yielded a proficient overall score for all certifying programs on all five professional dispositions. Elementary Education was rated the lowest with an overall score of 2.03 and a score of 1.67 in the area of leadership. Overall, the lowest areas for all completers were in leadership (2.4) and the highest was in Professional Commitment (2.81). The lowest area, Leadership, is still rated as proficient.

4. Satisfaction of Completers

Every three years, the EPP conducts a graduate survey. The probes were rewritten to be

actionable to measure the impact of the EPP preparation and aligned to the EPP's knowledge, performances, and dispositions below and also on the survey linked above and is to be piloted with the Fall 2020 graduate group. The most recent survey was sent to 86 graduates and we had 38 respond for a 44% response rate. The satisfaction of completers survey will be conducted again this coming academic year (2023-2024).

Graduates provide reflective ratings using a scale of 1-4 on topics that include but are not limited to content knowledge, pedagogical knowledge, professional dispositions, assessment, technology use, meeting diverse needs of students, Praxis II preparation and preparation for graduate school. In addition, graduates offered comments about areas the EPP can improve. Those comments included more in-depth training on how to work with students with IEPs in the general education classroom, how to value and plan for the diverse needs of their learners, and more training on working with guardians. More specifically, the middle level and English education majors asked for more instruction in classroom management and general education courses to include more emphasis on 6-12 content and strategies. Graduates rated the following statements the lowest.

1. In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Classroom Management Skills based on when you graduated
2. In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Analyzing and Assessing Impact on Student Learning based on when you graduated
3. Please rate your training for using technology in your profession as part of your Educator Preparation Program at Columbia College

Graduates offered comments about the strength of the EPP. Those strengths included a strong feeling of preparedness to enter a classroom compared to what they observed from other first year teachers and a strong understanding of the 4.0 evaluation instrument. Graduates rated the following statements the highest.

1. In reflecting on what teachers should know and be able to do, rate the depth of your knowledge and ability in Professional Dispositions based on when you graduated
2. Please rate the Directed Teaching Field Experience of your Educator Preparation Program at Columbia College,
3. Please rate the Major Areas of your Educator Preparation Program at Columbia College.,
4. Please rate your preparation to work with diverse students of your Educator Preparation Program at Columbia College,
5. Please rate your preparation for Induction Year and Formal Evaluation (ADEPT & SAFE-T or SCTS 4.0) of your Educator Preparation Program at Columbia College,
6. Please rate your training to work collaboratively within the school community as part of your Educator Preparation Program at Columbia College

An ongoing study of beginning teachers is being conducted by the EPP. The first two cohorts currently include 23 graduates of Columbia College who participate in surveys and focus group interviews. The preliminary findings of this study support many of the findings documented above. While our graduates report feeling prepared as they enter the classroom,

they also note interest in increased training in classroom management, technology, and SPED services, which supports much of the data noted in the candidate surveys. While this study is ongoing, current findings support and reinforce the changes and recommendations made based on similar data collected via surveys conducted with program graduates and employers outside the study.

5. Graduation Rates

93% (28 out of 30) of our candidates graduated and completed their certifying program during the 2022-2023 academic year. Two elementary education candidates are still working to pass the Praxis II exam before they can graduate and be recommended for certification.

6. Ability of completers to meet licensing and any additional state requirements

93% of our candidates graduated and completed their certifying program during the 2022-2023 academic year. Our graduates are required to pass licensing exams prior to graduating. Once they pass the test and then graduate, we will recommend them for certification.

7. Ability of completers to be hired in education positions for which they have been prepared

100% of our 2022-2023 graduates who wanted to be hired to teach were initially hired to teach in the area in which they were prepared. Two chose not to enter the classroom immediately, one has not shared where she will be teaching yet and one is going to graduate school.