

Annual Reporting Measures

2024-2025

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. The lowest domain across 6 programs is the planning domain (2.27) and highest is the environment domain (2.54) with 2.00 being proficient and 3.0 being the target. The lowest overall major level indicators were in assessment, lesson structure and pacing, grouping students, and managing student behaviors ranging from 2.0-2.2, but they were still in the proficient range. 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. 2022-2023 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. The EPP averages for induction evaluations range from 3.02-3.80 (assessment and professionalism/promptness and preparedness.) **State evaluation data is typically collected on graduates during their second year of teaching. Therefore, our available data reflects the 2021-2022 cohort.*

3. Satisfaction of Employers and Employment Milestones

Employers were asked to complete a survey on our graduates from Fall 2019-Spring 2022. The EPP had a response rate of 37% (37 out of 62) from employers and represent all of our certifying fields. The results yielded a proficient overall score for all certifying programs on all five professional dispositions.

The statement below represents the overall highest areas for all completers:

Please rate this candidate's preparation in the area of Professional Commitment when compared to other newer (0-5 yrs experience) teachers. Two is considered proficient.

When thinking about this candidate in terms of the Domains of the SCTS 4.0 Rubric, how would you rate him/her in the area of Environment when compared to other newer (0-5 yrs experience) teachers? Two is considered proficient.

The statement below represents the overall lowest areas identified for all completers:

Please rate this candidate's preparation in the area of Effective Communication when compared to other newer (0-5 yrs experience) teachers. Columbia College uses the following criteria to define Effective Communication. Two is considered proficient.

Principal Satisfaction Survey will be conducted again in three years.

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. The most recent survey was sent to 71 graduates, and we had 23 respond for a 33% response rate. The satisfaction of completers survey will be conducted again in three years. 22 of the respondents are still teaching in South Carolina in their area of certification. One has moved out of state and is not teaching.

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 significant behaviors in the general education and special education classrooms, how to value and plan for the diverse needs of their learners, how to write IEPs and prepare for IEP meetings. 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% (37 out of 40) of our candidates graduated and completed their certifying program during the 2023-2024 academic year. Three special education candidates are still working to pass the PLT exam, and one special education candidate needs 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 2023-2024 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

36 out of 40 graduates signed contracts to teach in their area of certification for the 2024-2025 academic year. One is expecting a baby in September and will be staying home this year and three more are waiting to sign contracts until they pass licensure tests.