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2015 EPP Annual Report

CAEP ID:	35001	AACTE SID:	3455
Institution:	University of North Georgia		
Unit:			

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.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

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

Number of completers in 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.)

Total number of program completers 310

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 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.

COE Assessment data:

<http://blog.unq.edu/coeaccreditation>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

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

5.1 Impact on P-12 learning and development. Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

	Column 2	Column 3	Column 4
Unit and lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify) GACE Content Assessments, Edtpa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-designed assessment(s) (specify) TKES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify) Professional Portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) Dispostions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1.2 Completer performance during in-service

	Column 2	Column 3	Column 4
Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2 Results of completer surveys. Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.

5.2.1. If "Disagree", go to 5.3

Completer survey results are available to the EPP.

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

Student services, quality of clinical experiences, quality of faculty/instruction preparation in administrative and instructional technology applications

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	239	102
Individual program	<input type="radio"/>	<input checked="" type="radio"/>	239	102
Institution or organization	<input checked="" type="radio"/>	<input checked="" type="radio"/>		
State	<input type="radio"/>	<input checked="" type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	239	102
EBI (Educational Benchmarking Inc)				

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input checked="" type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input checked="" type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input checked="" type="radio"/>

5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	538	281	0	0	0
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	265	261	0	0	0
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	5				
Continued in a program	0				
Been counseled out of a program	0				
Withdrawn from a					

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. Report information on candidate performance on state licensure tests for initial teacher certification or licensure.

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	246	247	239	97	97
All program completers, 2011-2012	389	246	378	97	97

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

Agree Disagree

5.5 Indicators of teaching effectiveness. Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are not available			
	Data are available	The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.	
	Column 1	Column 2	Column 3	Column 4
Completer performance during in-service				
Surveys of P-12 students on completer performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. Report information on the availability of employer satisfaction data for completers employed by school districts.

5.6.1 If "Disagree", go to 5.7

Agree Disagree

Employer survey results are available to the EPP.

5.6.2 Which of the following descriptions characterize the employer survey(s) available?
(Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input type="radio"/>		
Institution or Organization	<input type="radio"/>	<input type="radio"/>		
School District	<input type="radio"/>	<input type="radio"/>		
State	<input type="radio"/>	<input type="radio"/>		
Accreditation agency	<input type="radio"/>	<input type="radio"/>		
Other (specify)	<input type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results. Agree Disagree

5.7 Ability of completers to be hired in education positions for which they have prepared. Report on the

AY 2013-2014

239	0	0	0			
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Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60	17	9	0	4	2	20
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5.8 Student loan default rates and other consumer information. Report consumer information for the educator preparation provider.

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	https://studentaid.ed.gov
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://ung.edu/business-office/tuition-and-fees
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	

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 process for regular and systematic data management of the programs is inconsistent.	(ITP)
<p>Demographic, gpa, background check, ethical dispositions and admissions data is collected and monitored by the UNG COE Office of Admissions.</p> <p>Each program has an assessment plan that includes assessments that are common to the unit and assessments that are program specific. Most content, pedagogical or dispositional assessments are tied to courses. Templates for these assessments and related syllabi are housed in LiveText and automatically appear in faculty accounts supporting consistency in the data collection. We are now also utilizing the LiveText Field Experience module to track field experiences and mentor teacher/supervisor assessments. UNG collects and analyzes student evaluation data for each courses, as well as contracting with EBI and Eduventures for separate in-depth analyses of program and candidate effectiveness. Program workgroups meet regularly and unit-wide retreat held to review data and make adjustments to assessments.</p>	

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Candidates have limited opportunities to interact with faculty from diverse backgrounds.	(ITP)	(ADV)
2. Candidates have limited opportunities to interact with candidates from diverse backgrounds.	(ITP)	(ADV)

3. The unit does not ensure that all initial and advanced candidates have field experiences and clinical practice with P-12 students from diverse backgrounds.

(ITP) (ADV)

The Post Bac and MAT programs were specifically cited in the review and systematic assignment of instructors from diverse backgrounds (Hispanic and African American) have been assigned to required courses in those programs. In all other programs candidates have exposure to faculty from diverse backgrounds systematically including faculty bilingual or multilingual faculty natives from Argentina, Cuba, Korea, China. UNG also has Hispanic, African American and Native American faculty with two or more of those groups represented in every program. With the consolidation of GSC and NGCSU institutions the diversity of the student population has increased significantly with more than 19% of students representing non-white populations. UNG has developed a Hispanic recruitment initiative and active participation in a state initiative (Complete College Georgia) which is putting in place supports for student retention and completion.

Section 7. Accreditation Pathway

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

UNG has always had emphasis on clinical experience and strong professional relationships with partner schools in our region. As testament to the critical importance of intensive clinical preparation the University of North Georgia will target Standard 2: Clinical Partnerships and practice. UNG has developed relationships with a number of districts and schools that function in professional development community or professional school models. The largest program in the College of Education, the Early Childhood and Special Education (dual certification) program is entirely based in professional development communities (PDCs), where geographically clustered partner schools work together with UNG faculty assigned to the PDC to collaborate in course delivery, supervision and reciprocal professional development- totally in the partner school setting. PDC's also have benefit of shared IHE/P-12 faculty. In this program teacher candidates spend two full years in intensive clinical practice. With the consolidation of NGCSU and GSC there are now four campuses within 30 minutes of each other providing access to course content in the Arts and Science required in much greater quantity in the middle grades, P-12/ 7-12, MAT and Post Baccalaureate programs. We identified and are implementing PDC's in schools geographically accessible to the four campuses and also providing required content classes. This reduces the amount of time teacher candidates spend in travel, and increases the amount of time teacher candidates spend in clinical practice. Currently, middle and secondary/P-12 candidates spend one year in intensive clinical practice with varying amounts of clinical experience prior to senior year. The (ambitious) goal of the UNG College of Education is to have formal, successful and intensive clinical professional school partnerships for every placement required after admission, as well as highly structured placement prior to admission. Toward this end we will continue to develop avenues for common curricular and assessment development, common candidate expectations development, common professional development and increased numbers of shared faculty.

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 2015 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name: Kathleen Moody

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