

2021 EPP Annual Report

CAEP ID:	11061	AACTE SID:	03130
Institution:	Central State University		
Unit:	College of Education		

Section 1. EPP 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"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<https://www.centralstate.edu/academics/education/index.php?num=30>

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 2019-2020 ?

Enter a numeric value for each textbox.

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

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

Total number of program completers 10

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 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

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

The EPP started the delivery of less than 25% of the Early Childhood Education program through online program. The EPP applied to offer fully online program from the Higher Learning

Commission in fall of 2020 and received the permission.

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

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://drive.google.com/drive/folders/1R5nFc-uk3i1hCvdWLAG5nZxwt71zBE3h?usp=sharing>

Description of data accessible via link: Measures 1-8 Provider shares a direct link to their website where data relevant to each of the 8 Annual Reporting Measures are clearly tagged, explained, and displayed. Additional links will be provided only if data on any specific measure is not on the same webpage as the one already provided. The additional link should also lead to a page on the EPP's own website.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Link: <https://drive.google.com/file/d/1920BJndp9VprlzTHaODPPRB-ksFw2dzd/view?usp=sharing>

Description of data accessible via link: EPP Title II report for 2019-2020

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

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?*

Measure 1

State ID School Building Value Minority Quartile Poverty Quartile Test Subject Year Level Competency and Growth
OH 3017970 High School C High High ELA I 2017 Average
High School C High High 2018 Average
High School C High High 2019 Above Average

OH 317947 High School F High High
OH 317947 High School F High High ELA II 2018 Approaching Average
OH 317947 High School F High High ELA II 2019 Approaching Average
..

OH 3211334 Middle School F High Medium
OH 3211334 Middle School F High Medium ELA 2018 Average
OH 3211334 Middle School F High Medium ELA 2019 Average

OH 3223375 Middle School F High High ELA
OH 3223375 Middle School F High High ELA 2018 Approaching Average
OH 3223375 Middle School F High High ELA 2019 Average

The Ohio Department of Ohio provides Value-Added data for the EPP graduates who are teaching in the state of Ohio. Value-added reporting enables teachers (EPP graduates) to analyze and reflect upon how practices, services, and programs impact student learning and growth. Combined with other measures, value-added provides educators with the data to enhance their professional practices and accelerate student learning.

The MRS Teacher- Value-Added, the chart has been prepared for 2018 and 2019 to show the impact of the EPP graduates on student learning. (4.1.1) The Data reveal that all candidates are working in high minority and medium to high poverty schools. One of the school buildings is rated "C," and the other three are rated as "F."

For the Level of competency and growth, one EPP graduate is approaching average, two are at average, and one is above average. This is an indication that the EPP graduates are meeting the State of Ohio requirements to be proficient in teaching.

The Ohio Department of Higher Education (ODHE) collects the Ohio Teacher Evaluation System (OTES) data for the EPP graduates for the first year of teaching in the state of Ohio. The data provides the information for the graduates by license year and rates the teachers as ineffective, developing, proficient, and accomplished. The State does not provide any data if there are less than ten EPP graduates in the OTES in a given- year. The ODHE has provided no data for 2019 and 2020 academic years. (4.2.2)

Measure 2

The EPP collects and reviews candidate data for student teaching using two instruments:

- Candidate Preservice Assessment of Student Teaching (CPAST) instrument used by state universities in Ohio.
- Teacher Work Sample (TWS) – There is no data available for TWS due to COVID-19.

For 2019-2020 academic year, no candidate qualified for student teaching in fall 2019.

For spring 2020, due to COVID-19 limited data was collected. Only one observation was completed for the university supervisor for eight candidates while the cooperating teacher completed total three observations.

CPAST Data Spring 2020

Scoring level: 4 – Exceed Expectations; 3= Meets Expectations; 2= Developing 1- Does not meet expectations
Category Cooperating Teacher Score 1-4 University Supervisor 1 -4 Level of Competency

1. Planning for Instruction and Assessment

A. Focus for Learning: Standards, Objectives /Targets 3.00 2.63

B. Materials and Resources 3.00 3.00

C. Assessment of P-12 Learning 3.00 2.75

D. Differentiated Methods 3.00 2.50

Rubric Mean 3.00 2.72

Category Mean 2.86 Developing approaching meeting expectations

2. Instructional Delivery

E. Learning Target and Directions 3.67 2.50

F. Critical Thinking 3.33 2.63

G. Checking for Understanding and Adjusting Instruction 3.00 2.75
through Formative Assessment

H. Digital Tools and Resources 3.67 3.00

I. Safe and Respectful Learning Environment 3.67 3.13

Rubric Mean 3.47 2.80

Category Mean 3.14 Meets Expectations

3. Assessment

J. Data-Guided Instruction 3.00 2.71
K. Feedback to Learners 3.00 2.86
L. Assessment Techniques 3.00 2.63
Rubric Mean 3.00 2.73
Category Mean 2.87 Developing approaching meeting expectations

4. Analysis of Teaching
M. Connections to Research and Theory 3.00 3.00
Rubric Mean 3.00 3.00
Category Mean 3.00 Meets Expectations
CPAST Mean for Cooperating Teaching and University Supervisor 3.12 2.81
Overall Mean for CPAST Observation 2.97 Candidates are approaching Meeting Expectations after only one observation

Data presented above for only one observation reveal cooperating teachers average of 3.12 for student teaching is above Meeting Expectations while the university supervisor average of 2.81 is approaching Meeting Expectations.

Measure 3

The Ohio Department of Higher Education data provides the CAEP Measure 3 – Employer Survey data. For the 2019-2020 academic year, the ODHE has not provided any data for the Employer Perception of the CSU EPP program. (4.3.1)

Measure 4

A. Pre-service data:

-Pre-service Teacher Survey data. There is no data available for fall 2019, there were no candidates who completed student teaching. During the Spring 2020, only one EPP student completed the state perception survey. (4.2.3.a)

B. The EPP compares the graduate state data with EPP collected data for Pedagogy, Diversity, Standard Knowledge, Field Experience, Diversity 2, and Faculty.

The state provided data for two EPP graduates. Data for 2019 reveal that for each of the above categories, candidates have rated the EPP's role in their preparation as teachers from 3.43 to 4.00 in each of the categories.

The EPP did not collect any data in Spring 2020 due to COVID-19 (4.4.1, 4.1.2)

Measures 5, 6, 7, and 8

The University Graduation rate has been rising since 2017. The graduation rate for the university is 28% while the EPP completion rate is 100%.

The EPP candidates must pass all required Ohio Assessment for Educators licensure Exams for student teaching. There were ten candidates who completed student teaching in the 2019-2020 academic year and received teaching credentials in their respective areas of expertise. (5.1.a)

The Title II report for measure six is provided in section 4.1.

The university default rate has been on a decline. In 2015 student loan default rate was at 27.8 % which was projected to 6.1% for the FY 2019-2020.

Other consumer information is reported in the Central State Factbook.

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.

CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

There is insufficient evidence to demonstrate that all candidates possess in-depth content knowledge at the appropriate progression levels as reflected in the content domain of the INTASC standards. (component 1.1)

Rationale:

A disproportionately small percentage of candidates across all programs passed licensure exams required for admission to student teaching and program completion.

Since the CAEP Site visit in Spring 2019, the EPP has been engaged in numerous initiatives to help candidates prepare for the OAE licensure Exams. The faculty has been organizing study sessions and requiring candidates to attend preparation workshops. The Teacher Education Preparation Center (TEAP-C) has addressed this area by developing a TEAP-C Ohio Association for Educator (OAE) website with resources with the exam preparation materials. TEAP-C has been organizing workshops for the candidates, providing prep material books to candidates, and providing candidates codes for the practice tests for the Content, Professional Knowledge, and Foundations of Reading. The EPP faculty have also included requirements for attending workshop, forming mentoring programs to help students to study/test skills workshops. During the 2019-2020 academic year, these efforts have resulted in ten students, a largest number of graduates since 2016 -2017 academic year with teaching credentials in Early Childhood Education, Integrated Mathematics, Integrated Social Studies, Intervention Special, and Music Education.

Evidence:

Title III report
TEAP-C Workshop Schedule
2018-2019 and 2019-20 Graduation lists
Additional Items in 3.1 AFI

CAEP: Areas for Improvement (ITP)

3 Candidate Quality, Recruitment, And Selectivity

The content of the EPP's recruitment plan is insufficient. (component 3.1)

Rationale: The recruitment Plan is missing baseline points and data, goals, and benchmark specific to academic ability, diversity, and employment needs.

Since 2019 visit, the EPP has worked on targeted recruitment to meet the challenges of teacher shortage locally and nationally. The focus has been on the high-need areas such as INS, AG/STEM, and ECE programs. To recruit a diverse group of students, the EPP has started to offer 2+2 degree to students in an online format. The attached data chart is evidence of the early recruitment efforts.

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 EPP is currently revising Early Childhood Education program (Pk-3) to new Ohio Elementary Education program (K-5). The program will be submitted to the Ohio Department of Higher Education (ODHE) in fall of 2021. The current cadre of students can complete the Early Childhood Education program until summer 2023. The university has stopped using Tk20 for the EPP data collection. The EPP is exploring alternatives methods for data collection.

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

A.5.3 Continuous Improvement

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 s activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

The EPP has started to offer 25% curriculum for the Early Childhood Education program to on-line learning. The EPP will be happy to share information on this initiative.

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 2021 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name: Rajeev Swami

Position: Program Reviewer

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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 reviews.
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 review 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**