

2021 EPP Annual Report

CAEP ID:	10719	AACTE SID:	725
Institution:	Clarion University of Pennsylvania		
Unit:	School 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.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html

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 licensure ¹	85
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	10

Total number of program completers 95

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
- 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.

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Link: https://www.clarion.edu/academics/colleges-and-schools/college-of-education-health-and-human-services/school-of-education/accreditation_data.html

Description of data accessible via link: 2021 EPP Annual Report

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"/>							
Advanced-Level Programs			<input checked="" 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 EPP has been recommended for continued accreditation after a successful site visit this past fall. All standards were passed without AFI or stipulation. The standards being met "cleanly" is a testament to the strength of the QAS of the institution and all aspects of the QAS are still in effect.

All eligible programs are currently Nationally Recognized. Attempts to submit the Science SPA were unsuccessful due to issues with AIMS that went unresolved by CAEP until NSTA ceased their collaboration with CAEP. The EPP continues to use the key assessments necessary to collect data on the KSD for recognition. SPA reports indicate that candidates across programs are gaining the KSD to become successful as classroom teachers and reading specialists. Unit Assessments are fully in use across the Unit and have undergone review for Validity. A second round of Validity review is in order within the next year, however these plans were delayed by the efforts necessary to respond to a pandemic. The valid and reliable STPP and CFAST assessments show positive impact on student learning for candidates. Impact data for in-service teachers is difficult to attain due to lack of cooperation by PDE, however, focus group data is very positive. The focus group process will continue with intentional sampling across programs, but participation was low due to focus on the pandemic. This effort will be renewed during the summer months. Though new strategies are necessary to gain more employer data, satisfaction among alumni and employers is relatively high across programs. Retention is a focus for the university as a whole with efforts to better retain minority students, first-gen students,

and better service non-traditional students. Our population has a significant number of Pell grant recipients, first-generation college students, and non-traditional students - affecting both the student loan default rate and retention. Added costs for Education majors are a factor (clearances, testing, Chalk & Wire, transportation to field experiences, etc.) The EPP is currently looking at ways to alleviate those costs including a new pay structure for C&W. Surveys of those who do not persist are warranted given the relatively low 6 year graduation rate. When compared across the University, this rate is not out of line given the factors already mentioned, however. The discernible pass rates on licensure exams are laudable for several programs and acceptable for others. Revisions to certification requirements and subsequent revisions to programs should improve these numbers. With a low n reported for many subject areas, further analysis at the individual student level is necessary. Of those answering the Alumni survey, 95% are employed satisfactorily in an education related field, and 30% of those had earned tenure though a majority of respondents had been in the field less than 5 years. Of those reporting to the Career Services office, 1/3 of the May 2020 graduates had jobs before the end of the year. Measures are shared on the website and with stakeholder groups including the advisory board meeting quarterly. All unit data including surveys was shared and will continue to be shared annually with the School of Education faculty for review and analysis at both the unit and program level. Data is shared through the Institutional assessment process (ISLAC) for review by university committees. A new effort to publish an annual report to be disseminated to stakeholders is underway by the Dean's office with the first edition being distributed summer 2020.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

Section 6. Continuous Improvement

Waived

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: Jesse Haight

Position: Chair / Professor

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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**