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...

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact person</td>
<td>☐</td>
</tr>
<tr>
<td>EPP characteristics</td>
<td>☐</td>
</tr>
<tr>
<td>Program listings</td>
<td>☐</td>
</tr>
</tbody>
</table>

Section 2. Program Completers
How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013?

Enter a numeric value for each textbox.

- Number of completers in programs leading to initial teacher certification or licensure: 237
- 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.): 109

Total number of program completers: 346

Section 3. Substantive Changes
Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 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.

We currently only have Title II reports posted. Our college website is under construction and we will be posting more internal performance data this summer.:

http://www.radford.edu/content/cehd/home/title-II.html
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.

**Required Reporting Measures**

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements

**Optional Reporting Measures**

- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

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

**REQUIRED REPORTING MEASURES**

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?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td></td>
<td>Column 3</td>
<td>Column 4</td>
</tr>
<tr>
<td>5.1.1 Candidate performance during pre-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit and lesson plans</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Pre-post tests of student learning</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Videos of candidate instruction</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Candidate reflection</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Surveys of P-12 students on candidate performance</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>State-adopted assessment(s) (specify)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Virginia does not require performance assessments.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>State-designed assessment(s) (specify)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>EPP-designed assessment(s) (specify)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Candidates Competency in Assessment of and for Student Learning;</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Summary Evaluations of interns during early field experience and student teaching</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

5.1.2 Completer performance during in-service

- Student achievement and/or learning models (e.g., value-added modeling)
- EPP-designed case study
- Other (specify)
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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completer survey results are available to the EPP.</td>
<td>☐</td>
</tr>
</tbody>
</table>

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)

**Collaboration and Professionalism**

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.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>☐</td>
<td>☑</td>
<td>1400</td>
<td>82</td>
</tr>
<tr>
<td>Individual program</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or organization</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Education grants provide tuition for preparation in critical shortage areas and have a high response rate to alumni surveys but the EPP does not access those data (yet)

5.2.5 The EPP can demonstrate that the completer survey is...
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, 2013.

Enter a numeric value for each textbox.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year a candidate was first enrolled</td>
<td>AY 2012-2013</td>
<td>AY 2011-2012</td>
<td>AY 2010-2011</td>
<td>AY 2009-2010</td>
<td>AY 2008-2009</td>
</tr>
<tr>
<td>First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.</td>
<td>219</td>
<td>231</td>
<td>272</td>
<td>234</td>
<td>233</td>
</tr>
<tr>
<td>Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled.</td>
<td>224</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Number of candidates/completers who were <strong>not</strong> recommended for an initial teacher certification</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Number taking test</th>
<th>Average scaled score* (This value should be between 0-1.)</th>
<th>Number passing test</th>
<th>Pass rate (%)</th>
<th>Statewide average pass rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All program completers, 2011-2012</td>
<td>231</td>
<td></td>
<td>231</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>All program completers, 2010-2011</td>
<td>238</td>
<td></td>
<td>237</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative (demonstrates typical candidate or completer performance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actionable (provides specific guidance for continuous improvement)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**OPTIONAL REPORTING MEASURES**

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).

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Data are available</th>
<th>Data are not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>Column 3</td>
<td>Column 4</td>
<td></td>
</tr>
</tbody>
</table>

**Completer performance during in-service**

Surveys of P-12 students on completer performance

School district-level teacher evaluation

Employer observations

Employer surveys
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

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)

comparisons to teachers of same years from other preparation routes

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.

<table>
<thead>
<tr>
<th>Survey administered by</th>
<th>No access to data</th>
<th>Access to data</th>
<th>Number of completers surveyed</th>
<th>Number of responses received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP</td>
<td>□</td>
<td>□</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>Institution or Organization</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation agency</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Reliable (produces consistent results about employer satisfaction) □ □

Valid (can make an appropriate inference about employer satisfaction) □ □
A measure with a representative sample (demonstrates typical employer responses)
Inclusive of stakeholder interests
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

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

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EPP has attempted to collect data on the employment status of completers.</td>
<td></td>
</tr>
</tbody>
</table>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EPP has access to information on the employment status of completers</td>
<td></td>
</tr>
</tbody>
</table>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
  - School district
  - State department (specify)
- Other (specify)
5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

<table>
<thead>
<tr>
<th>Year of program completion</th>
<th>Total number of completers</th>
<th>Employed in a position for which they were prepared</th>
<th>Employed in an education position outside of their preparation</th>
<th>Enrolled in higher education</th>
<th>Employed outside of the education field</th>
<th>Not employed</th>
<th>Employment status unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-2013</td>
<td>60</td>
<td>17</td>
<td>9</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)

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.)

<table>
<thead>
<tr>
<th>Consumer information</th>
<th>No Access to data</th>
<th>Access to data</th>
<th>Publicly displayed data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year student loan default rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average cost of attendance</td>
<td></td>
<td></td>
<td><a href="http://www.radford.edu/content/financial-aid/home/EverythingFinancialAid/aid-application/cost.html">http://www.radford.edu/content/financial-aid/home/EverythingFinancialAid/aid-application/cost.html</a></td>
</tr>
<tr>
<td>Average beginning salary of a program completer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement patterns of completers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 1 cited as a result of the last NCATE review:

1. Aggregated candidate performance data were not available for some advanced programs. (ADV)

The report cited the M.S. in Education with the following concentrations: Educational Technology, Secondary Mathematics, and
Curriculum and Instruction. At the time of the visit, the program had just revised its curriculum and was in the process of developing the assessment plan. Over the past two years, the program has submitted annual reports summarizing the assessment plans for the core and concentrations, which includes:
- the identification of student learning outcomes for the core courses and for the concentrations;
- assessment measures for each of the student learning outcomes and information about when and how they are administered;
- information on the results of the assessments;
- discussion of the results of the assessments and plans for improving candidate performance, the curriculum, or other aspects of the program;
- discussion of the outcomes of any previous plans for improvement.
The reports are reviewed and faculty receive written feedback and recommendations.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. The unit does not systematically and consistently collect candidate performance data for all advanced programs.

This AFI also referred to the M.S. in Education with the three concentrations addressed above.

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

1. The unit does not have a system to ensure that all advanced candidates have an opportunity to work with candidates from diverse backgrounds.

Programs are making modest gains in attracting and retaining individuals from diverse ethnic/racial groups. The current enrollments include: two Black/African American students and one Hispanic student in Educational Leadership (total of 81 students); three Black/African American and one Hispanic student in School Counseling (total of 31 students); and two Black/African American students in School Psychology (total of 20 students). The program areas continue to refine plans for recruiting and retaining more diverse candidates.

Section 7, Accreditation Pathway

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

The EPP submitted a Continuous Improvement Plan to: (1) strengthen professional relationships with schools in order to create a continuum of professional development for candidates as well as university and school-based faculty through collaboration, a culture of inquiry, and mentoring; focus on evidence-based practices that impact student learning, including the integration of technology and enhancing skills in evaluating student learning and in addressing the diverse needs of students; integrate preparation across programs to provide authentic engagement of candidates. Some of the efforts toward these goals include:

1. The School of Teacher Education and Leadership implemented a MERGE program to integrate preparation for general education and special education candidates, including co-placements during their internships. The School also adopted "universal design" for learning as a key component of curriculum development for all programs.
2. The knowledge and skills of candidates in assessment of and for student learning has been a key focus especially during 2012-13 and 2013-14. The Director of College Assessment and a team of faculty representing elementary, middle, secondary, K-12 education and principal preparation programs has been studying programs and candidate performance related to Virginia's Uniform Performance Standards 4 ("Assessment of and for Student Learning") and 7 (Student Academic Progress). They have mapped the curriculum to see where these skills are addressed and assessed; interviewed cooperating professionals, principals, and faculty and students regarding how well candidates are prepared; and have presented to faculty in teacher education regarding their findings as they progress in this study.
3. The College initiated a major review of EPP Program Assessment Plans to align with growing needs in schools and with changes to CAEP, the SPA's and proposed Virginia Program Approval Regulations. One aspect of the review and revision has been to update student teacher evaluations. We are working with cooperating teachers as research colleagues to refine the essential performance expectations reflected in this summative assessment. Faculty members are also working on updating the full assessment plans for each of their programs.
4. The College is initiating new programs in response to school needs and research. We are revising the educational technology preparation to include preparing teachers to teach on line and to teach their students to learn on line (per new VA requirements); establishing a Modern Language Teaching program (Chinese, French, German, Spanish, American Sign Language); a Gifted Education endorsement program (many current teachers will be retiring soon); an English as a Second Language program; and an Ed. D. in School and Community Change.
5. The College is creating a new database management system to enable us to respond to new national and state reporting requirements.

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 2014 EPP Annual Report.
I am authorized to complete this report.

**Report Preparer's Information**

- **Name:** Dr. Patricia B. Shoemaker
- **Position:** Dean, College of Education and Human Development
- **Phone:** 540-831-5208
- **E-mail:** pshoemak@radford.edu