

# 2018 EPP Annual Report

<b>CAEP ID:</b>	11293	<b>AACTE SID:</b>	310
<b>Institution:</b>	Belmont University		
<b>Unit:</b>	Department of Education		

## 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.

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"/>

## 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 2016-2017 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

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.)<sup>2</sup>

Total number of program completers 38

<sup>1</sup> For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

<sup>2</sup> 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 2016-2017 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP  
No Change / Not Applicable

3.2 Any change in the legal status, form of control, or ownership of the EPP.  
No Change / Not Applicable

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

The EPP added, officially in 2016-2017 as the pilot year, the Metro Nashville Urban Teacher Residency Program. This program, whose focus is on recruitment of diverse candidates into the field, is a joint-partnership with Metro Nashville Public Schools and the EPP. It is a one-year residency program leading to the M.A.T. degree and TN licensure for elementary/ early childhood (K-5/PK-3) and secondary (6-12) candidates. In 2016-2017 it was funded through an external grant through the National Center for Teacher Residences. The curriculum of the EPP's existing M.A.T. program was changed.

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 Metro Nashville Urban Teacher Residency Program's curriculum deviated from the EPP's only deviated in the following courses: instead of taking Contemporary Issues in Education the residents take a course "Race, Class, and Gender" and instead of the Graduate Seminar and Reflective Teaching Seminar the Residents take Residency I, Residency II, and Residency III. The rest of the curriculum is an exact match to the M.A.T. Traditional (student teaching) track.

3.5 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:

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

## 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:** [http://www.belmont.edu/education/education\\_school/boards.html](http://www.belmont.edu/education/education_school/boards.html)

**Description of data accessible via link:** Tennessee Teacher Preparation Report Card (State Board of Education Report Card)

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

2

**Link:** [http://www.belmont.edu/education/education\\_school/boards.html](http://www.belmont.edu/education/education_school/boards.html)

**Description of data accessible via link:** Title II Traditional and Alternative Report Cards

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

3

Link: [http://www.belmont.edu/education/education\\_school/pre-k/assessment.html](http://www.belmont.edu/education/education_school/pre-k/assessment.html)

Description of data accessible via link: Gateway 1-4 Assessment System

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 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?

With the State of Education (SBE) Annual Report card the EPP has learned that the metrics used by the SBE for hires in TN schools is difficult for the EPP to fully analyze as it represented in 2015-2016 11 candidates of 58 completers. Therefore the EPP must address on getting similar reporting metrics on candidates who take jobs in private schools and out-of-state. The new TN DOE annual report is more aligned with measurements beneficial for the EPP. The EPP did uncover some curricular and preparation problems in the Math. Education program and will set to address this in 2018-2019. Benchmarks were put into place in 2015-2016 and reviewed in 2016-2017. Results of some of these benchmarks will not be realized until the completers of 2018-2019. The measures are shared with stakeholder partners, as well as through the Teacher Education Council (TEC) to other programs on campus. Candidates receive their scores and through academic advising their results are made known to them. Thorough analysis of the data, plus the anecdotal data gained through course assignments and informal conversations with candidates, clinical mentors, and university clinical supervisors, the program is in the process of making modifications in its Quality Assessment System (QAS). Stronger links between the in-house Gateway 1-4 system and the external metrics of the SBE and TN DOE will be conducted in 2018-2019.

## 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.

## 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 reviews and analyzes its data each review cycle (Fall, Winter, Summer) at two annual assessment retreats (December and May). At each all data is presented, matched against the mission and vision of the institution and also against the external evaluation (SBE Annual Report Card, TN DOE Annual Report, Title II data). During the 2016-2017 assessment retreats the EPP examined data relating to effectiveness measures determined via the SBE metrics. Because of the small sample size (n=11) of the SBE Annual Report Card the chair of the EPP (Hogan, at that time) conducted interviews with candidates' principals to discuss effectiveness of candidates preparation to lead student growth scores. Discussion around school administrators' positive satisfaction of candidates vs. the SBE metrics ratings were held.

An analysis of the rubrics used for Gateway 2 and Gateway 3 were held at the May 2017 assessment retreat. The decision was made to redesign the metrics so that they more closely aligned both to the revised (2016-2017) mission and vision goals, as well as the essential learning from the EPP's Core Curriculum. Work on this continues into 2018-2019. This decision was based up analysis of 2015-2017 data. Analysis conducted by the chair (Hogan at the present time) looked at difference among programs, i.e. Elementary/Early Childhood, Secondary, All-Grade, and UG, M.A.T.

For each of the above the stakeholders on the Teacher Education Council were invited into the analysis, as well as the proposals for redesign.

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

- 1.3 Application of content and pedagogical knowledge
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 4.1 Completer impact on student growth and learning
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.1 Diversity
- x.5 State Standards (if applicable)

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

Yes  No

6.3 Optional Comments

Willing to share lessons learned when applying CAEP standards to State Board of Education Report Cards and State Departments of Education Annual Reports when the metrics different for differing policy/legislative agenda.

Mark Hogan, CAEP lead visitor and member of NCATE/CAEP review teams since 1998 willing to share about ways to cite data and organize SSR and rejoinders of Formative Feedback Reports prior to the site visit.

## Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be fully prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

Tag the standard(s) or component(s) to which the text applies.

Not finished yet

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes  No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

## 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 2018 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Mark A Hogan

Position: Professor of Education, CAEP Coordinator

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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 visits.

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 visit 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