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>Contact person</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP characteristics</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Program listings</td>
<td>✔️</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: 326

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.): 186

Total number of program completers: 512

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
A new Master of Arts in English with an emphasis in English Education has been added. Students must already have their initial license to apply to the program.

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.
Teacher candidate performance divided into eight annual reporting measures per CAEP, and more.: https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data
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.

**REQUARED 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>
</tbody>
</table>

### 5.1.1 Candidate performance during pre-service

- Unit and lesson plans
- Pre-post tests of student learning
- Videos of candidate instruction
- Candidate reflection
- Surveys of P-12 students on candidate performance
- State-adopted assessment(s) (specify)
- N/A
- State-designed assessment(s) (specify)
- Teacher Intern Assessment Instrument (TIAI)
- EPP-designed assessment(s) (specify)
- Teacher Candidate Performance Evaluation (TCPE)
- Other (specify)
- N/A

### 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)
- Mississippi - Statewide Teacher Appraisal Rubric (M-STAR)
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>🗔️</td>
<td>🗔️</td>
</tr>
</tbody>
</table>

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)

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>1274</td>
<td>257</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>

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>🗔️</td>
<td>🗔️</td>
</tr>
</tbody>
</table>

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

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, 2013.

Enter a numeric value for each textbox.

<table>
<thead>
<tr>
<th>Academic year a candidate was first enrolled</th>
<th>AY 2012-2013</th>
<th>AY 2011-2012</th>
<th>AY 2010-2011</th>
<th>AY 2009-2010</th>
<th>AY 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
<td>Column 4</td>
<td>Column 5</td>
<td>Column 6</td>
</tr>
</tbody>
</table>

**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:
  - AY 2012-2013: 328
  - AY 2011-2012: 295
  - AY 2010-2011: 262
  - AY 2009-2010: 295
  - AY 2008-2009: 282

**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.

- Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013:
  - 47
  - 177
  - 69
  - 6
  - 0

**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).

- 2 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.
- 10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.
- 0 candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.
- 2 candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.
- 1 candidate (who first enrolled in AY 2008-2009) was recommended for an initial teacher certification.

**Number of candidates/completers who were not recommended for an initial teacher certification or licensure:**

- 0
Continued in a program: 267
 Been counseled out of a program: 9
 Withdrawn from a program: 5

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>501</td>
<td>0.7</td>
<td>489</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>All program completers, 2010-2011</td>
<td>37</td>
<td>0.74</td>
<td>37</td>
<td>100</td>
<td>98</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>Assessments</td>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>Completer performance during in-service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys of P-12 students on completer performance</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>School district-level teacher evaluation</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Employer observations</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Employer surveys</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>EPP-designed case study</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

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.

<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>〇</td>
<td>〇</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution or Organization</td>
<td>〇</td>
<td>〇</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>〇</td>
<td>〇</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>〇</td>
<td>〇</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Accreditation agency</td>
<td>〇</td>
<td>〇</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>〇</td>
<td>〇</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

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)
5.7 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

The EPP has attempted to collect data on the employment status of completers.

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

The EPP has access to information on the employment status of completers

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)
  - Mississippi Life Tracks
- 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>Number of completers with each employment status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of program completion</td>
<td>Total number of completers</td>
<td>Employed in a position for which they were prepared</td>
<td>Employed in an education position outside of their preparation</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>AY 2012-2013</td>
<td>512</td>
<td>78</td>
<td>3</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.)

Record a response for each row.

<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><a href="https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data">https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data</a></td>
</tr>
<tr>
<td>Average cost of attendance</td>
<td>☐</td>
<td>☑</td>
<td><a href="https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data">https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data</a></td>
</tr>
<tr>
<td>Average beginning salary of a program completer</td>
<td>☐</td>
<td>☑</td>
<td><a href="https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data">https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data</a></td>
</tr>
<tr>
<td>Placement patterns of completers</td>
<td>☐</td>
<td>☑</td>
<td><a href="https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data">https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data</a></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>☐</td>
<td>☑</td>
<td><a href="https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data">https://www.usm.edu/education-psychology/educator-preparation-provider-epp-data</a></td>
</tr>
</tbody>
</table>

Other (specify)

- Educational Field Experiences Data
- Unit Teacher Preparation Profile
- Title II Reports
- MDE Annual Performance Report
- AACTE/PEDS Annual Report
- NCATE/CAEP Annual Report
- MEPPA Reports
- GPAs
- and other Academic Program Assessments through WEAVE

### 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. The Educational Leadership programs lack sufficient data to demonstrate that all candidates meet professional, state, and institutional standards. (ADV)

2. The Physical Education program lacks evidence that candidates possess the content and pedagogical knowledge, skills, and dispositions necessary to help all students learn. (ITP) (ADV)

1. The Educational Leadership programs (MEd, EdS, EdD, and PhD at both the building and district levels) are now nationally recognized, without conditions, through their SPA, the Educational Leadership Constituent Council (ELCC), through February 1, 2020. Furthermore, the programs are piloting a new syllabus template that ensures courses address ELCC, INTASC, and NETS-T through student learning outcomes tied to standards and assignments.

2. The Physical Education initial licensure program will be going through a review with consultants through their SPA, the National Association for Sport and Physical Education (NASPE), on May 13, 2014. The faculty workshop will cover assessments, rubrics, and tools for implementation. As of Fall 2009, NCATE no longer requires programs to submit for SPA review, programs for the advanced preparation of teachers in the same discipline in which they were previously trained.

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

1. The unit does not regularly and systematically involve P-12 stakeholders in the development and evaluation of the assessment system. (ITP) (ADV)

The Unit has created an Educational Field Experiences (EFE) Advisory Committee, launched in 2012. The EFE Advisory Committee has provided qualitative data that resulted in specific changes to the Professional Development Seminars for pre-teacher candidates prior to student teaching. The Unit's ability to establish and maintain focus groups throughout the pilot study of the new statewide Teacher Intern Assessment Instrument which evaluates EFE also resulted in strengthening Unit relationships with other EFE offices throughout the state, USM university supervisors, cooperating teachers, the USM graduate counseling program, and student interns. Focus group sessions included: Special Education and What Every Teacher Should Know, The Mississippi State Teacher Assessment Rubric, Principals Advice on Being a Successful First Year Teacher, Classroom Management, and Special Education IEP & Legislation Update. In AY 2014-2015, a Unit-wide Advisory Committee will begin as well.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

1. The unit's school partners do not participate in the design, delivery, and evaluation of field experiences and clinical practice. (ITP) (ADV)

In 2013, EFE focus group results, conversations with school district personnel, and University Supervisors led to comprehensive redesign of the requirements for the educational field experience. Evaluation documents, rubrics, and portfolio assignments were aligned and more substantively integrated to produce outstanding graduates for the job market. Also in 2013, the Advisory Committee membership was expanded to include Gulf Coast representation. Results from the Advisory Committee will continue to be shared with the Professional Education Council and school district superintendents. The data collected from the Advisory Committee generated changes in a variety of areas. The most significant change was the initiation of the First Week of School attendance and assignment. The student responses for this assignment were 100% in favor of the additional attendance requirements.

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)

Unit plans to recruit faculty from diverse backgrounds include promoting our programs at association events that are geared toward different diverse affiliations, and encouraging Department Chairs to post job searches on websites geared toward veterans, african-american, women, hispanic/latino, asian/pacific islander, native american, individuals with disabilities, lesbian/gay/bisexual/transgender, and all inclusive minority groups. A full list of websites can be found here: http://www.usm.edu/aa-eo/diversity-recruitment-resources. In addition, once faculty of diverse backgrounds are hired, the Unit encourages faculty become involved in committees, partake in faculty development, and seek a mentor though the faculty mentor program. The Unit is also considering becoming a Holmes Scholar Program Institution. The AACTE Holmes Scholar Program will help increase the diversity of Unit faculty by developing an outstanding pool of candidates for faculty positions.

Section 7. Accreditation Pathway

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

Because Southern Miss had its last NCATE site visit in 2012, the Unit is now working toward meeting CAEP Standards, and CAEP no longer has a target standard framework. The Southern Miss Unit is, however, determining standards/components of standards to include in our Continuous Improvement Plan (CIP). The Unit will inventory our evidence in June 2014 to determine which
evidence complies with which indicators of the CAEP standards. Once we identify our inventory and determine which components we need more data for, we will create our CIP during Fall 2014.

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: Elizabeth Giddens
Position: Assistant to the Dean, Accreditation (CAEP Coordinator)
Phone: 601-266-6662
E-mail: elizabeth.giddens@usm.edu