

2016 EPP Annual Report

CAEP ID:	16130	AACTE SID:	3200
Institution:	Monmouth University		
Unit:	School 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 2014-2015 ?

Enter a numeric value for each textbox.

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

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.)

Total number of program completers 274

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

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

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 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.

Candidate Performance Data:

<https://www.monmouth.edu/school-of-education/documents/2018/06/candidate-performance-data-2015.pdf>

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 4 cited as a result of the last NCATE review:

1. Candidates have limited opportunities to interact with unit and P-12 school faculty from diverse backgrounds.	(ITP)	(ADV)
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In an attempt to expose our candidates to diverse P-12 faculty, the unit continues to track the diversity of the cooperating teachers. Therefore we are able to strategically assign placements to students so they are exposed to diverse P-12 faculty. The New Jersey Department of Education introduced the District Factor Grouping system (DFG) in 1975. This system provides a means of ranking school districts in New Jersey by their socioeconomic status (SES). The system includes these seven indices: percent of population with no high school diploma, percent with some college, occupation, population density, income, unemployment, and poverty. These seven indices were utilized in a principal components analysis to produce a statistical score which was used to rank the districts. Districts that rank A-E are considered diverse districts for the purpose of placement. The Director of Field Placements assesses each student teacher's application for student teaching in order to confirm that each student teacher meets the diversity placement requirement prior to the completion of the unit's teacher preparation program. The Field Placement Director obtains diversity placement information by using the Early Field data bases, the New Jersey Department of Education District Factor Grouping (DFG) system, student teaching resumes, and substitute teaching employment history on each candidate for student teaching if that is available. The unit also strives to hire racially diverse educators by continuing to recruit faculty of diverse racial groups. For at least 10 years, the unit has encouraged racially diverse applicants to apply by either physically mailing or electronically submitting every external posting to all of the following community agencies: Second Baptist Church in Long Branch, NJ, Hispanic Affairs & Resource Center, Spherion in Tinton Falls, NJ, Monmouth County Employment & Training, Monmouth County Division of Social Services, Puerto Rican Congress, Freehold Learning Center, Labor & Workforce Development, Arc in Red Bank, NJ, and many others. Monmouth Universities Policies on hiring can be found at <https://www.monmouth.edu/general-counsel/policies-and-procedures/>. These strategies have led to the hiring of an African American woman and a Hispanic American man in the past two years.

Section 7. Accreditation Pathway

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

The unit is constantly striving to improve upon its assessment system. The unit, with the involvement of its professional community, will continue to regularly evaluate the capacity and effectiveness of its assessment system. The unit has plans to increase our data sharing with the larger community to ensure timely feedback for program and unit improvement. For example, Monmouth University currently has three academies for school professionals: the Superintendents' Academy; the Principals' Academy; and the Special Services Academy. The purpose of these academies is to create a forum for dialogue and an exchange of ideas and experiences. Using the University as a catalyst, the academies provide professional growth opportunities for school leaders and central office personnel. It creates a network of support for colleagues and establishes a collaborative relationship with the University and its resources. We are sharing data on the unit and programs with these three academies in order to reach the greater community, which includes and extends beyond our current partnership districts. The unit also plans to expand our data collection on teacher candidate performance in clinical experiences. This expansion is in conjunction with the implementation of yearlong student teaching and more extended early clinical experiences. New sources of data will focus primarily on performance and development in clinical settings. This data will be used to stimulate instructional innovation in the methods courses, as well as other coursework. The unit is also collecting data on candidates that extends beyond the academic and field experiences. The unit has implemented several professional development seminars for sophomore and junior students, which focus on resume writing, interviewing skills, and other skills needed to be successful in student teaching and the professional world. Our goal is to collect, analyze, and share data from those seminars in order to improve students' knowledge, skills, and dispositions. We also have the goal of improving candidates' success after they have graduated from our programs. Survey data collected from graduates will improve upon the unit's ability to show a strong relationship between students' success in our programs and later in their classrooms and schools. While the unit has numerous plans for collecting new data and sharing it with new constituents, we also have the goal of maintaining high standards with our current assessment system. We must continue to collect data regularly using a consistent assessment instrument. This way the programs, unit, and advisory councils can see change over a period of years, which is important for long-term improvement. While the unit has a strong assessment system, over the next several years, the unit hopes to streamline the data collection, data analysis, and data sharing process in order to ensure improvement.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward 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.