

# 2017 EPP Annual Report

<b>CAEP ID:</b>	16130	<b>AACTE SID:</b>	3200
<b>Institution:</b>	Monmouth University		
<b>Unit:</b>	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 2015-2016 ?

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 251

**\*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 2015-2016 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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Monmouth University has a strong commitment to diversity, in fact, the School of Education has been working diligently to place students with mentor teachers from diverse backgrounds. This can pose challenges as there is a lack of diversity in Monmouth and neighboring counties in terms of certified teaching professionals. According to the State of New Jersey 2015-2016 Certificated Staff demographics, Monmouth County has only 6.5% of its teaching force identifying themselves as belonging to an ethnic minority group. The ethnic breakdown for Monmouth County certified teachers is as follows: 93.5% White; 2.6% Black; 2.9% Hispanic, .8% Asian; .1% hawaiiin; .1% other. Although the ethnic diversity of the teaching force is low, there are several districts in which we target placements to give our students an opportunity to be mentored by teachers from diverse backgrounds. There are two districts with substantially higher than average percentages of ethnically diverse teachers: Asbury Park School District and Long Branch School District. The most diverse district in Monmouth County with a 39.2% minority teaching force is Asbury Park School District, where we place students frequently in clinical placements and early field experiences. Long Branch School District is the next highest with 20.9% of its teaching force coming from minority backgrounds. We have field placement formal and informal partnerships with both districts and achieve focused placements in each. In an attempt to expose our candidates to diverse P-12 faculty, the unit continues to track the diversity of the cooperating teachers and clinical faculty. Additionally, we often bring minority teachers on to campus for special events.

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 <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 three years.

## Section 7. Accreditation Pathway

Selected Improvement. Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.

The unit has successfully achieved many tasks that have supported our strong commitment to continuous improvement based on a robust yet evolving assessment system. There are several initiatives that have positively impacted our assessment system including: unit reorganization, addition of two new positions at the institutional level that support assessment initiatives, New Jersey State education initiatives, improvements to our committee structure and collaboration with the Monmouth Polling Institute. During the 2015-2016 school year the School of Education reorganized from two departments to four: Curriculum and Instruction, Special Education, School Counseling and Leadership, and Speech and Language. Dividing these departments improved our assessment system by allowing a focused effort by department chairs in leading their faculty and staff in collecting, analyzing and interpreting data, thus supporting data driven decision making. In addition, an Assistant Dean position was added to lead the assessment, continuous improvement and accreditation efforts at the School of Education. The institution also implemented two new positions, Vice Provost of Planning and Decision Support and the Director of Assessment, to assist individual schools organize and implement assessment plans that are efficient and effective for continuous improvement. In addition, the State of New Jersey Department of Education now requires EPPs to evaluate clinical interns using a teacher performance assessment called edTPA which allows produces standardized data on our teacher candidates. Another State mandate requires yearlong clinical practice which will be fully implemented the 2017-2018 school year. We began piloting yearlong with groups of student volunteers through the 2015-2016 school year. Yearlong clinical practice has helped our unit re-evaluate our intern evaluations to ensure all students receive a diverse, technology rich experience. Additionally, committees have been re-organized to evaluate effectiveness of various components and programs within the School of Education. These committees aid in collecting data, reviewing data, and making data based decisions. We continue to work with our P-12 partners through some of these committees, our three academies (Superintendents, Principals, and Special Education), and other activities to evaluate data to make programmatic changes. Finally, the Assistant Dean has worked with the Monmouth Polling Institute to review current assessment tools and try newer, more intuitive measures for program improvement. This work has been done simultaneously with an institutional effort to select and implement program software that will substantially improve our current assessment system.

## 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 2017 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.