

# 2016 EPP Annual Report

<b>CAEP ID:</b>	32440	<b>AACTE SID:</b>	
<b>Institution:</b>	Saint Martin's University		
<b>EPP:</b>	Teacher 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 50

*\*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.

Under Reports, PESB (Enrollment, Field Experience 1,2,3, Completer 1,2,3, Endorsements), Title II 2012-2013, TEAC Summary, EPP, PEDS:

<https://www.stmartin.edu/academics/programs-schools/college-education-counseling-psychology/student-resources>

## 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.



## Section 7. Accreditation Pathway

Inquiry Brief. *Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.*

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief <sup>1</sup>		Not available and not in the Brief		Reason for your selection
	Relied on	Not Relied on	For future use	Not for future use	

### Grades

Candidate grades and grade point averages

Data Available

### Scores on standardized tests

Candidate scores on standardized license or board examinations

Data Available

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude

Data Available

Standardized scores and gains of the completers' own students

K-12 normed tests do not reflect teacher's impact on the gains of his/her own pupils - too many variables.

### Ratings

Ratings of portfolios of academic and clinical accomplishments

Data Available

Third-party rating of program's students

We do not have this

Ratings of in-service, clinical, and PDS teaching

Data Available

Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples

Data Available

### Rates

Rates of completion of courses and program	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Completers' career retention rates	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Completers' job placement rates	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Rates of completers' professional advanced study	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Rates of completers' leadership roles	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Rates of graduates' professional service activities	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Case studies and alumni competence		
Evaluations of completers by their own pupils	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Completer self-assessment of their accomplishments	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	We do not have this
Employers' evaluations of the program's completers	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	We do not have this
Completers' authoring of textbooks, curriculum materials, etc.	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Data Available
Case studies of completers' own students' learning and accomplishment	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	To be completed to allow results in this area for the next site visit

<sup>1</sup>: Assessment results related to TEAC Quality Principle I that the program faculty uses elsewhere must be included in the Brief. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the Brief. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the Brief.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 Assessment Scores

 Completers by Endorsement

## 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

Name: Shawn Ritter

Position: Data Coordinator

Phone: 360-438-4566

E-mail: [sritter@stmartin.edu](mailto:sritter@stmartin.edu)

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