

2017 EPP Annual Report

CAEP ID:	10719	AACTE SID:	725
Institution:	Clarion University of Pennsylvania		
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 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 125

***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.

Website Statement:

<http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/index.html>

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.	Data on advanced candidates' impact on student learning were not available in all programs.	(ADV)
2.	Data on professional dispositions of advanced candidates were not available.	(ADV)

Since our last report we have acquired Chalk and Wire. We are currently in the process of completing the surveys to be distributed to our candidates.

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

1.	The unit does not systematically assess dispositions for advanced programs.	(ADV)
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See the above answer.

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

1.	Not all advanced teacher candidates have a required field experience in their program.	(ADV)
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All teacher candidates that are working towards certification have a required field experience.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Not all candidates have opportunities to interact with faculty from diverse backgrounds.	(ITP)	(ADV)
2.	The programs do not have a systematic way to ensure that candidates have the opportunity to work with students from diverse populations.	(ITP)	(ADV)

1. We are continually working to attract faculty from diverse backgrounds. When searches take place we advertise in a variety of sources to help with diversity. Unfortunately we are not doing much hiring at this time.

2. We define students from diverse populations broadly. Our candidates do not always have the opportunity to work with students from culturally diverse backgrounds, but we do try to ensure that they have as much opportunity as possible to allow them the opportunity to work with students from other diverse populations. We did offer an "urban experience" in Pittsburgh for interested students, but it unfortunately did not run due to low enrollment. As our students are completing their capstone experience, we are attempting to place them in diverse school districts. Our partnering school districts, outside of our normal placement pattern, are Broward County, Florida and St. Vrain School District in Longmont, Colorado. It really depends on how you define diverse. Our students have plenty of interaction with students from economically diverse backgrounds.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The unit does not have adequate personnel to continue to implement the unit's assessment system.	(ITP)	(ADV)
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We have hired a new Director of Education with a start date of June 1, 2017. One of her charges will be to spearhead the accreditation process. It has been discussed, but is unknown at this time, if a faculty member will be given a three credit release to continue to assist the accreditation process.

Section 7. Accreditation Pathway

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

As has been stated already, our major progress has come in the form of a data management system adoption and the hiring of a

full-time accreditation coordinator. These two things will prove effective in further promoting the culture of assessment at Clarion University.

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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Position: CAEP Coordinator

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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.