

North Carolina A&T State University

College of Education

**Educator Preparation Programs
Initial and Advanced Teacher Licensure**

April 2021

CAEP Annual Reporting Measures
Section 4. Display of Annual Reporting Measures

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CAEP Annual Reporting Measures
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IMPACT MEASURES:

Measure 1: Impact on P-12 Learning and Development: PK-12 Student Growth (Component 4.1)

The table below provides Fall 2019 summary of data collected on beginning teachers prepared by North Carolina A&T through the Education Value-Added Assessment System (EVAAS) in K-2 Reading, Elementary Reading and Elementary Math.

2019 EVAAS Data	Elementary Math		Elementary Reading		K-2 Reading	
	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds
NC A&T Prepared	14	85.71%	19	100.00%	25	88.00%
Other NC Prepared	686	79.30%	1437	97.08%	1959	83.67%
Other NC MSIs Prepared	37	70.27%	118	98.31%	249	80.32%

Data Source: NCDPI

Results: In a review of our most recent EVAAS Fall 2019, complete datasets for 2019 -2020 are unavailable due to COVID. Data trends indicate that teachers prepared by North Carolina A&T State University (NCA&T) contribute to students’ academic success. Eighty-five percent (85.71%) of students taught by North Carolina A&T program completers in Elementary Math meets or exceeds growth compared to other North Carolina prepared teachers of 79.30%, and compared to other North Carolina Minority Serving Institutions of 70.27%. The overall impression from this table is that NC A&T prepared teachers’ growth measures meet or exceed their counterparts (other NC prepared or MSI prepared teachers) in Elementary Math, Elementary Reading, and K-2 Reading.

Measure 2: 4.2 Indicators of Teaching Effectiveness: NCEES Data (Component 4.2)

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers, including MATs, prepared by North Carolina Agricultural and Technical State University in their first three years of teaching at traditional NC public schools. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year, beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form to be eligible for the Standard Professional 2 License.

The table below provides teacher effectiveness data on our completers, including our most recent NCEES Fall 2019 Data.

Academic/Cohort Years	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
	% Proficient or Greater	% Proficient or Greater	% Proficient or Greater	% Proficient or Greater	% Proficient or Greater
Fall 2019	96.79	95.8	88.24	89.1	91.6
2016-2018	95	97	90	93	92
2015-2017	96	96	94	95	94

Data Source: NCDPI

Results: As an EPP, we review NCEES data as part of the Quality Assurance System. In a review of data over the past three years, which includes our most recent NCEES data provided by EPIC, complete datasets for 2019-2020 are unavailable due to COVID, significant percentages of our candidates are proficient (88% and higher) on their annual evaluations. The data trends also suggest a need to advance more of our completers' performances from proficient accomplished/distinguished levels on each of the standards. Consequently, the EPP has focused on strengthening the performance in these outcomes by transforming our clinical practice model. The EPP now provides candidates with early and frequent field experiences in diverse school/field placements. In particular, candidates are provided with experiences in high-needs schools to deepen their ability to utilize culturally responsive pedagogy and classroom management skills to create respectful learning environments. These early field experiences also provide candidates with additional opportunities to strengthen leadership skills through service-learning projects and small-group instruction. Candidates are guided in content delivery and reflective practices by EPP faculty receiving professional development via partnerships with Branch Education Alliance for Educator Diversity, Teaching Works, and Curriculum Associates.

A disproportionate number of North Carolina A&T completers begin their professional teaching in low-income schools: thereby adding other underlying variables that may adversely impact student success.

Measure 3: Satisfaction of Employers and Employment Milestones (Component 4.3/A.4.1)

Employer Satisfaction

The table below provides the rates of effectiveness on our completers. This section of the report includes a summary of data collected through the North Carolina EPP Data Dashboard (2015-2019) and North Carolina A&T EPP's proprietary surveys (19-20). North Carolina State Statue for Educator Preparation Program (EPP) accountability requires that the North Carolina Department of Public Instruction (NCDPI) report employers' perceptions of graduate quality. In order to fulfill this requirement, representatives from NCDPI, the Education Policy Initiative at Carolina (EPIC), and EPP faculty from both public and private institutions worked

collaboratively to create the North Carolina Employer Survey (NCES). The survey requires NC principals or assistant principals to rate all beginning teachers on 21 items aligned to the state's professional teaching standard. The data indicates that an area of focus for the EPP is using data to guide practice. The data trends, including the most recent Fall 2019 results, indicate that our teachers are comparable to other prepared EPP candidates. Our alumni were rated more effective in two areas than other EPP-prepared candidates in diversity and incorporating diverse instructional materials in their classroom.

Evaluation Standard	Item	Comparable	More Effective	Much More Effective
2016-2018				
Standard 1: Leadership	Proactive Solver	50%	50%	
	School Goals	50%	25%	25%
	Active in PLC	50%	50%	
	Use Data	75%	25%	
Standard 2: Classroom Environment	ELL Students	100%		
	Families	100%		
	Classroom Environments	75%	25%	
	Respect Diversity	25%	75%	
	Diverse Materials	25%	75%	
	Adapt Teaching	50%	50%	
Standard 3: Content Knowledge	Content	25%	25%	50%
	Align Standards	25%	50%	25%
	Relevant Instruction	25%	25%	50%
Standard 4: Facilitating Student Learning	Variety of Assessments	75%	25%	
	Critical Thinking	50%	25%	25%
	Communication	50%	50%	
	Variety of Instruction	50%	25%	25%
	Student Collaboration	25%	50%	25%
	Technology	50%	25%	25%
Standard 5: Reflecting on Practice	Self-Reflection	50%	50%	
	Pursue PD	50%	50%	

Source: EPP Data Dashboard

Evaluation Standard	Item	Less Effective	Comparable	More Effective	Much More Effective
2015-2017					
Standard 1: Leadership	Proactive Solver		50%	50%	
	School Goals		50%	25%	25%
	Active in PLC		50%	50%	
	Use Data		75%	25%	
Standard 2: Classroom Environment	ELL Students		100%		
	Families		100%		
	Classroom Environments		75%	25%	
	Respect Diversity		25%	75%	
	Diverse Materials		25%	75%	
	Adapt Teaching		50%	50%	
Standard 3: Content Knowledge	Content		25%	25%	50%
	Align Standards		25%	50%	25%
	Relevant Instruction		25%	25%	50%
Standard 4: Facilitating Student Learning	Variety of Assessments		80%	20%	
	Critical Thinking	20%	40%	20%	20%
	Communication		60%	40%	
	Variety of Instruction		60%	20%	20%
	Student Collaboration	20%	20%	40%	20%
	Technology	20%	40%	20%	20%
Standard 5: Reflecting on Practice	Self-Reflection		60%	40%	
	Pursue PD		60%	40%	

Source: EPP Data Dashboard

EPP Employer Proprietary Surveys:

In support of continuous improvement and systematic data collection processes for completer data, the EPP implemented Skyfactor surveys for the initial licensure programs beginning in Spring 2019 (Exit, Alumni, Employer, Student Teacher Supervisors), and the Advanced Licensure programs (Employer and Program Completer) beginning in Fall 2020. These proprietary surveys provide additional data points to identify strengths and areas of improvement for the EPP.

Initial Licensure Programs

The tables below provide the mean scores, standard deviation, minimum and maximum rating per variable on the survey. In Fall 2019, the EPP administered an employer satisfaction survey to the program completers' employers for the initial licensure programs. Employers are asked to respond to various questions related to their level of satisfaction with our candidates. The most recent data indicates that of the employers who responded, the majority rated their overall level of satisfaction with our candidates as very satisfied—the average rating of 6.75 on a 7-point scale.

Skyfactor Proprietary Survey Results: Initial Licensure and MAT

Variable (2019-2020)	Mean	Std Dev	Minimum	Maximum
General Learning	6.466667	0.516398	6	7
Employee Traits	6.833333	0.278887	6.333333	7
Learning Outcomes	6.80787	0.213441	6.555556	7
Overall Satisfaction	6.75	0.41833	6	7

Data Source: Skyfactor Employment Survey

Advanced Programs

During Spring 2020, the Advanced Programs were in the planning process to pilot their Employer survey. However, the impact of COVID delayed the survey's initial launch until Fall 2020. The data collected in Fall 2020 from employers indicate that program completers' employers rated the advanced candidates' overall level of performance as very satisfied—the average ratings of 6.53 on a 7-point scale.

Skyfactor Proprietary Survey Results: Advanced Program/ Licensure

Variable	Mean	Std Dev	Minimum	Maximum
General Learning	6.057143	0.689573	5	6.857143
Program Learning	5.774725	0.733408	4.5	6.285714
Overall Level of Satisfaction	6.533333	0.649786	5.666667	7

Data Source: Skyfactor Employment Survey

Measure 4: Satisfaction of Completers (4.4/ A.4.2)

(a) NCDPI Recent Graduate Survey

The table below provide the mean score per component on the Graduate Survey. The NC Department of Public Instruction administers beginning teacher surveys. The data from the survey come from the Recent Graduate Survey that NCDPI administers annually to first-year teachers in NC public schools. The survey contains 25 items designed to measure the teachers “sense of the quality of their preparation from the perspective of now being in the classroom. Due to the impact of COVID-19 in Spring 2020, the complete data is not available via the NCDPI Data Dashboard. However, the 19-20 data that is available indicates that overall our EPP completers rated the program components (i.e., university coursework, fieldwork, student teaching experiences, and instructors of your classes) as somewhat valuable to valuable.

Components	NC A&T	All Other UNC	Non-UNC Traditionally Prepared
University Coursework	4.25	4.93	5.00
Fieldwork	5.75	5.50	5.64
Student Teaching Experiences	5.50	5.78	5.66
Instructors of your Classes	4.50	5.37	5.33

Source: NCDPI

(b) Initial Licensure Programs:

The tables below provide the mean scores, standard deviation, minimum and maximum rating per variable on the survey for the initial licensure and MAT programs. During the 2019-2020 academic year, the EPP administered a survey of satisfaction with of recent initial licensure graduates with our programs. The most recent data indicates that of the candidates that responded, the majority of them rated their overall satisfaction with the Teacher Education program as mostly satisfied. The average rating of 5.66 on a 7-point scale.

Undergraduate and Secondary Education Programs

Variable	Mean	Std Dev	Minimum	Maximum
Classroom Environment	6.029412	0.819119	4.5	7
Professional Relationships	5.72549	1.081635	3.666667	7
Career Services	4.480392	1.603633	1	7
Overall Satisfaction	5.509804	1.577259	1	7
MAT Program				
Variable	Mean	Std Dev	Minimum	Maximum
Classroom Environment	5.779762	1.735198	1.25	7
Professional Relationships	5.975309	1.48763	1.666667	7
Career Services	5.625	1.153916	3.5	7
Overall Satisfaction	5.52381	1.808595	1	7

Data Source: Skyfactor Teacher Exit Survey

The tables below provide the mean scores, standard deviation, minimum and maximum rating per variable on the survey for the Advanced programs. In the 2019-2020 academic year, our advanced programs planned to develop and pilot a survey of satisfaction of recent graduates from our programs in Spring 2020. However, the impact of COVID-19 in Spring 2020, delayed

the launch of the survey until Fall 2020. The results of the survey indicate that graduates were overall mostly satisfied with our programs with an average rating of 5.3 on a 7- point scale.

(c) Advanced Licensure Programs

Variable	Mean	Std Dev	Minimum	Maximum
Overall Learning	5.404167	0.809574	4	6.916667
Program Satisfaction	5.049074	0.945382	3.1	6.2
Overall Satisfaction	5.333333	1.445578	2.4	7

Data Source: Skyfactor Program Completer Survey

PART 2 – OUTCOME MEASURES (CAEP Standard 5)

Measure 5: Graduation Rates

Initial Licensure: Undergraduate and MAT

The tables below provide the graduation rates for our initial licensure programs (Undergraduate and MAT). Our EPP undergraduate graduation rates vary greatly from program-to-program within four years, five years and six years of enrollment. For example, of all student who enrolled in the Elementary Education program in Fall 2014, 30.8% percent graduated in four years or less, 61.5% graduated in five years or less, and 61.5% graduated in six years or less.

Cohort Fall 2014	< 4 Year	< 5 year	<6 Year
Elementary Education	30.8%	61.5%	61.5%
English Secondary Education	0%	100%	100%
Math Secondary Education	0%	75%	75%

Data Source: NCA&Ts Office of Strategic Planning and Institutional Effectiveness

Cohort – Fall 2018	< 2 Year
MAT – EDFS Concentration	100%

Data Source: NCA&Ts Office of Strategic Planning and Institutional Effectiveness

Advanced Programs

The table below provides the graduation rates for the advanced programs. The data indicates that the two year or less graduation rates for the advanced programs vary from program-to-program from 72% to 100%. The data indicates that these rates have remained steady overtime.

Cohort – Fall 2018	< 2 Year
Instructional Technology	100%
Master of School Administration	72.2%
Master of Education in Reading	100%

Data Source: NCA&Ts Office of Strategic Planning and Institutional Effectiveness

Measure 6: Abilities of Completers to be Licensed – Title II (Initial and Advanced)

This section of the report includes summary data over the past three years of our completers licensure pass rates. The data indicates that our alternatively prepared candidates pass rates range from 100% (2017-2018) to 82% (2019-2020). For our traditionally prepared candidates, over the past three data cycles, the pass rates range from 100% (2017-2018) to 78% (2019-2020).

The tables below provide the percentage of our traditionally and alternative prepared program completers licensure pass rates.

Traditionally Prepared Teachers	Number Taking Tests	Number Passing Tests	Pass Rate (%)
All program completers, 2019-2020	41	32	78
All program completers, 2018-2019	22	20	91
All program completers, 2017-2018	26	26	100

Alternatively Prepared Teachers	Number Taking Tests	Number Passing Tests	Pass Rate (%)
All program completers, 2019-2020	22	18	82
All program completers, 2018-2019	23	22	96
All program completers, 2017-2018	20	20	100

Measure 7: Ability of Completers to be Hired in Education Positions for which they are prepared

The table below provides the percent of our EPP graduates employed in North Carolina via two metrics. This section of the report includes two metrics related to the initial employment and retention of EPP completers: (1) initial and graduate program completers who are employed one year after they graduated; and (2) the percentage of EPP completers who begin teaching in NC within three years of completing the program. The data only includes those teaching in NC public schools and excludes graduates who work in public charter schools, private schools, or out of state. For example, the data indicates that their employment percentage ranges from 55% to 73% over the cohort years for initial licensed graduates, with a noticeable decline in the 2019-2020 academic year. The impact of COVID in Spring 2020 could explain the decrease employment rate for the 2019-2020 initial licensure cohort. Also, the employment percentage ranges from 33% to 100% over the cohort years, with the Master of School Administration program holding the highest employment percentages consistently.

Overall, the summary data indicates that a significant percentage of our candidates are employed in North Carolina Public Schools within three years of completing the program. For example, in the 2018-2019 cohort of graduates, 74% were employed in NC public schools. However, the

most recent cohort data (2019-2020) indicates that 41% of our graduates are not employed within three years of completing their programs.

2019-2020 Initial Licensure and Graduate Program Completers who are Employed one year after graduation.			
Program/Category	Number Completed	Number Employed	Percent Employed
Initial License	76	42	55.26
Masters in Agricultural Education	4	2	50.00
Masters in Biology	1	1	100.00
Masters in Elementary (grades K-6)	6	6	100.00
Masters in Health and Physical Ed	1		
Masters in Reading	2	1	50.00
MSA	18	18	100.00

Data Source: NCDPI

2018-2019 Completers Initial Licensure and Graduate Program Completers who are Employed one year after graduation.			
Program/Category	Number Completed	Number Employed	Percent Employed
Initial License	73	51	69.86
Masters in Agricultural Education	2	1	50.00
Masters in Birth through Kindergarten	1	1	100.00
Masters in Business Education	1	1	100.00
Masters in Elementary (grades K-6)	3	1	33.33
Masters in Health and Physical Ed	1		
Masters in Reading	1	1	100.00
Masters in Spec Ed: General Curriculum	2	2	100.00
Counselor	17	13	76.47
Instructional Tech Spec - Computers	2	2	100.00
MSA	5	5	100.00

Data Source: NCDPI

2017-2018 Completers Initial Licensure and Graduate Program Completers who are Employed one year after graduation.			
Program/Category	Number Completed	Number Employed	Percent Employed
Initial License	68	50	73.53
Masters in Agricultural Education	2	1	50.00
Masters in Birth through Kindergarten	2	2	100.00
Masters in Elementary (grades K-6)	1	1	100.00
Masters in Health and Physical Ed	2	2	100.00
Masters in Reading	1	1	100.00
Instructional Tech Spec - Computers	7	2	28.57

MSA	10	10	100.00
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Data Source: NCDPI

EPP Program Completers		
Academic Year	#Teaching in NC within 3 Years	% Teaching in NC within 3 Years
2019	36	59%
2018	66	74%
2017	52	68%

Data Source: EPP Data Dashboard

Measure 8: Student Loan Default Rates and Financial Information

(a) North Carolina A&T Student Loan Default Rates and Financial Information

The current default rate for all North Carolina Agricultural and Technical State one or more borrowers that entered into repayment during the FY 2017 cohort period is 9.5.

NCAT Consumer Information

(b) [Cost To Attend](#)

(c) [Distance Education Tuition & Fees](#)

(d) [Financial Aid Information](#)