

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
February 17, 2022

OFFICE OF TEACHING AND LEADING
DIVISION OF EDUCATOR PREPARATION

- M. Approval of Education Preparation Provider (EPP) programs as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information: In accordance with Miss. Code Ann. § 37-3-2(1) there is established within the MDE the Commission on Teacher and Administrator Education, Certification and Licensure and Development. It shall be the purpose and duty of the Commission to make recommendations to the Mississippi Board of Education regarding standards for the certification and licensure and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of Mississippi. Full documents pertaining to each program review are available upon request.

The following EPP's preparation programs were presented to the Licensure Commission for approval on January 7, 2022: Mississippi College, Mississippi University for Women, Mississippi Valley State University, and the University of Southern Mississippi.

Recommendation: Approval

Back-up material attached



DOCUMENTATION FOR EPP STATE APPROVAL

EPP: Mississippi College

Date Presented to Licensure Commission: January 7, 2022

1.1 Nationally Accredited Programs (Accreditor Recognized by the Council of Higher Education Accreditation, CHEA)

PROGRAM	ACCREDITOR	ACCREDITED THROUGH
Music Education K-12	National Association of Schools of Music (NASM)	2023
School Counseling K-12	Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	2024

1.2 Nationally Recognized Programs (Specialized Professional Association, SPA)

PROGRAM	SPA	RECOGNIZED THROUGH
Biology Education 7-12	National Science Teachers Association (NSTA)	2021
Educational Leadership K-12	National Policy Board for Educational Administration (ELCC/NELP)	2026
Elementary Education K-6	Association for Childhood Education International (ACEI)	2028
English Education 7-12	National Council of Teachers of English (NCTE)	2026
Mathematics 7-12	National Council of Teachers of Mathematics (NCTM)	2026
Social Studies 7-12	National Council for the Social Studies (NCSS)	2027

2.1 CAEP Accreditation Decision - Initial

- Accreditation 2028
- Probation
- Accreditation with Stipulations

Date of On-site Visit: November 15-17, 2020

Comments: *All Standards Met*

2.2 CAEP Accreditation Decision - Advanced

- Accreditation 2028
- Probation

- Accreditation with Stipulations
- NA

Date of On-site Visit: November 15-17, 2020

Comments: *All Standards Met*

2.3 CAEP Annual Reports

- Annual Reporting Measures displayed at <https://www.mc.edu/academics/departments/education/annual-reporting-measures>
- Annual Reporting Measures not displayed

3.1 MDE Program Review Recommendation

Date: November 12, 2019

Comments: Mississippi College submitted their program review electronically as part of the cohort for Pilot 2.0. The EPP elected to submit their program review documents early based on the deadline of the CAEP Self-Study Report. Feedback to the EPP was given and a letter of good standing with MDE was sent to the EPP to be included with their CAEP report as documentation for Standard One.

PROGRAMS REVIEWED	FEEDBACK REVIEW	FINAL DECISION
Art K-12	Provided	Good Standing
Athletic Administration K-12 (M)	Provided	Good Standing
Biology 7-12	Provided	Good Standing
Chemistry 7-12	Provided	Good Standing
Dyslexia Therapy K-12 (M)	Provided	Good Standing
Ed Leadership K-12 (M)	Provided	Good Standing
Elementary Education K-6	Provided	Good Standing
English 7-12	Provided	Good Standing
Master of Arts in Teaching (M)	Provided	Good Standing
Mathematics 7-12	Provided	Good Standing
Music Education (Instrumental & Vocal) K-12	Provided	Good Standing
Physical Education K-12	Provided	Good Standing
School Counseling K-12 (M)	Provided	Good Standing
Social Studies 7-12	Provided	Good Standing
SPED Mild/Mod K-12 (M)	Provided	Good Standing

3.2 MDE Annual Reports

COHORT	PROGRAM TYPE	ADMIT	COMPLETERS
2019-2020	Traditional Initial	60	58
2018-2019		64	56
2017-2018		46	51
2016-2017		57	53
2019-2020	Alternate Route	48	12
2018-2019		24	22
2017-2018		26	8
2016-2017		43	37
2019-2020	Educational Leadership	122	79
2018-2019		108	62
2017-2018		109	43
2016-2017		81	42

Traditional completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by 13.73% (51 to 58)
 Decrease by

Alternate route completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by 50.00% (8 to 12)
 Decrease by

3.3 Ability of Completers to Be Hired in Education Position Positions for Which They Have Been Prepared (during first year)

COHORT	N	EMPLOYED AS MS PUBLIC SCHOOL TEACHER	PERCENTAGE	EMPLOYED AT MS PRIVATE SCHOOL	PERCENTAGE
2017-2018	51	38	74.51%	2	3.92%
2016-2017	53	28	52.83%	5	9.43%

Data provided through the NSPARC Report

3.4 Test Pass Rates at Completion (Traditional Route)

COHORT	N PLT	%	N PRAXIS CONTENT	%	N FOUNDATIONS OF READING	%
2019-2020	32	100%	32	100%	16	100%
2018-2019	53	100%	53	100%	37	95.60%
2017-2018	51	98.04%	51	98.04%	33	93.93%

Data based on highest score for all attempts

4.1 Surveys

SURVEY	YEAR	NUMBER OF RESPONSES	RETURN RATE**	SATISFACTION RATING (4-point scale)
<i>MDE TC Exit Survey</i>	2020-2021	39	56.34%	3.35
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>MDE CT Survey</i>	2020-2021	65	70.65%	3.52
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>Statewide Initial Survey*</i>	2021	25	35.71%	3.46
	2020	11	14.10%	3.52
	2019	41	69.49%	3.37
<i>Statewide Initial Employer Survey*</i>	2021	17	24.29%	3.40
	2020	12	15.38%	3.60
	2019	29	49.15%	3.35
<i>Statewide Advanced Survey*</i>	2021	52	29.71%	3.58
	2020	34	29.31%	3.72
	2019	NA	NA	NA
<i>Statewide Advanced Employer Survey*</i>	2021	13	7.43%	3.85
	2020	14	12.07%	3.73
	2019	NA	NA	NA

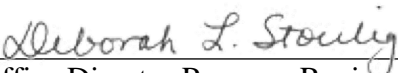
NOTE: Initial Responses include Traditional and Alternate Route completers.

**Collected first and third year after completion of degree. Initial survey data are posted at <https://education.olemiss.edu/assessment/extras/epp/report.php> and advanced survey data are posted at https://education.olemiss.edu/assessment/extras/epp/report_ap.php.*

***Email addresses of teachers are not collected through MSIS. Therefore, response rates may vary or be low. (Most institutions inactivate completers' email addresses after a year of inactivity.) If email addresses are not available, the EPP utilizes various techniques such as Facebook, LinkedIn, or other social media sites to locate program completers.*

Based upon the findings in this report, the Division of Educator Preparation recommends to the Commission on Teacher and Administrator Education, Certification and Licensure and Development full state approval through 2028 with a full review of all programs to be conducted during the 2024-2025 academic year.


 Educator Preparation Bureau Director


 Office Director Program Review



DOCUMENTATION FOR EPP STATE APPROVAL

EPP: Mississippi University for Women

Date Presented to Licensure Commission: January 7, 2022

1.1 Nationally Accredited Programs (Accreditor Recognized by the Council of Higher Education Accreditation, CHEA)

PROGRAM	ACCREDITOR	ACCREDITED THROUGH
Music Education K-12	National Association of Schools of Music (NASM)	2023

1.2 Nationally Recognized Programs (Specialized Professional Association, SPA)

PROGRAM	SPA	RECOGNIZED THROUGH
English Education	National Council of Teachers of English	2027

2.1 CAEP Accreditation Decision - Initial

- Accreditation
- Probationary 2024
- Accreditation with Stipulations

Date of On-site Visit: November 4-6, 2020

Comments: *Stipulations were given on Standards 5.1 Quality Assurance System monitors candidate progress, completer achievements, and provider operation effectiveness, 5.2 Quality Assurance System provides data that are valid and consistent, 5.3 Tracks data over time and uses data to make program improvements, and 5.4 Data are summarized, benchmarked, analyzed, shared, and used for decision making.*

Areas for Improvement were given on Standards 1.1 Candidates understand the 10 InTASC Standards, 1.2 Candidates use of research to measure student progress, 1.5 Use of technology to enhance learning, 3.1 Recruitment plans and goals, 4.1 Completer impact on student learning, and 5.5 Stakeholder involvement.

Tentative Focus Visit Date: November 13-15, 2022

2.2 CAEP Accreditation Decision - Advanced

- Accreditation
- Probation
- Accreditation with Stipulations

NA

Date of On-site Visit: November 4-6, 2020

Comments: *Based on the results of the EPP's self-study and review of low enrollment, the EPP has suspended its programs at the advanced level. This includes Educational Leadership, Gifted Studies, and Reading/Literacy programs at the Master's degree level. The focus will now be on growing the programs at the initial level.*

Tentative Focus visit Date: November 13-15, 2022

2.3 CAEP Annual Reports

- Annual Reporting Measures displayed at <https://www.muw.edu/education/annual-reporting-measures?amp;Itemid=4938>
- Annual Reporting Measures not displayed

3.1 MDE Program Review Recommendation

Date: April 12, 2021

Comments: The Mississippi University for Women submitted program reviews electronically as part of the cohort for Pilot 2.0. Feedback was sent to the EPP on September 25, 2020, for revisions, and rejoinders were to be submitted by January 31, 2021. Initial review of the programs was not specific to each program; did not expand on how the program prepares candidates with concepts, principles, and practices in preparation of license; how technology is incorporated in instruction; and based on low enrollment, performance data did not exist nor were analyzed for program improvement. These findings were consistent with the CAEP Self-Study findings concerning CAEP Standard Five.

It should be noted, prior to the MDE and CAEP self-study reviews, the EPP was adjusting to transitions in leadership from the College of Arts & Sciences to the School of Education.

PROGRAMS REVIEWED	INITIAL REVIEW	FINAL REVIEW
Art K-12	Program in teach-out spring 2017	Program Removed
Biology 7-12	Met with Conditions	Met
Ed Leadership K-12 (M)	Met with Conditions	Met
Elementary Education K-12	Met with Conditions	Met
English 7-12	Met with Conditions	Met
Gifted K-12 (M)	Met with Conditions	Met
Health/Kinesiology K-12	Program in teach-out fall 2018	Program Removed
Master of Arts in Teaching	Met with Conditions	Met
Mathematics 7-12	Met with Conditions	Met
Music Education (Instrumental & Vocal) K-12	Met with Conditions	Met
Physical Science 7-12	Met with Conditions	Met
Reading K-12 (M)	Met with Conditions	Met
Social Studies 7-12	Met with Conditions	Met
Theater K-12	Met with Conditions	Met
EPP	Met with Conditions	Met

3.2 MDE Annual Reports

COHORT	PROGRAM TYPE	ADMIT	COMPLETERS
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2019-2020	Traditional Initial	38	33
2018-2019		30	24
2017-2018		25	31
2016-2017		31	29
2019-2020	Alternate Route	20	2
2018-2019		7	1
2017-2018		5	0
2016-2017		4	0
2019-2020	Educational Leadership	5	3
2018-2019		2	0
2017-2018		1	6
2016-2017		6	6

Traditional completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by 6.45% (31 to 33)
 Decrease by

Alternate route completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased (from 0 to 2)
 Decrease by

3.3 Ability of Completers to Be Hired in Education Position Positions for Which They Have Been Prepared (during first year)

COHORT	N	EMPLOYED AS MS PUBLIC SCHOOL TEACHER	PERCENTAGE	EMPLOYED AT MS PRIVATE SCHOOL	PERCENTAGE
2017-2018	31	22	70.97%	0	0%
2016-2017	29	20	68.97%	3	10.34%

Data provided through the NSPARC Report

3.4 Test Pass Rates at Completion (Traditional Route)

COHORT	N PLT	%	N PRAXIS CONTENT	%	N FOUNDATIONS OF READING	%
2019-2020	15	93.33%	15	86.67%	19	63.18%
2018-2019	22	100%	23	86.96%	12	75.00%
2017-2018	31	100%	30	100%	16	93.75%

Data based on highest score for all attempts

4.1 Surveys

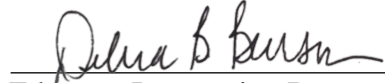
SURVEY	YEAR	NUMBER OF RESPONSES	RETURN RATE**	SATISFACTION RATING (4-point scale)
<i>MDE TC Exit Survey</i>	2020-2021	32	65.31%	3.47
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>MDE CT Survey</i>	2020-2021	27	61.36%	3.22
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>Statewide Initial Survey*</i>	2021	4	11.43%	3.86
	2020	5	20.00%	2.00
	2019	8	25.81%	3.10
<i>Statewide Initial Employer Survey*</i>	2021	No responses received	-	-
	2020	5	20.00%	3.62
	2019	5	16.13%	2.78
<i>Statewide Advanced Survey*</i>	2021	5	71.43%	3.95
	2020	3	75.00%	3.97
	2019	NA	NA	NA
<i>Statewide Advanced Employer Survey*</i>	2021	1	14.29%	2.36
	2020	3	75.00%	3.33
	2019	NA	NA	NA

NOTE: Initial Responses include Traditional and Alternate Route completers

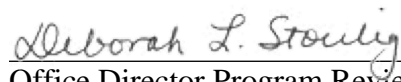
*Collected first and third year after completion of degree. Initial survey data are posted at <https://education.olemiss.edu/assessment/extras/epp/report.php> and advanced survey data are posted at https://education.olemiss.edu/assessment/extras/epp/report_ap.php.

** Email addresses of teachers are not collected through MSIS. Therefore, response rates may vary or be low. (Most institutions inactivate completers' email addresses after a year of inactivity.) If email addresses are not available, the EPP utilizes various techniques such as Facebook, LinkedIn, or other social media sites to locate program completers.

Based upon the findings in this report, the Division of Educator Preparation recommends to the Commission on Teacher and Administrator Education, Certification and Licensure and Development full state approval through 2022 with a follow up review in 2022 based on CAEP's focus visit results.



Educator Preparation Bureau Director



Office Director Program Review



DOCUMENTATION FOR EPP STATE APPROVAL

EPP: Mississippi Valley State University

Date Presented to Licensure Commission: January 7, 2022

1.1 Nationally Accredited Programs (Accreditor Recognized by the Council of Higher Education Accreditation, CHEA)

PROGRAM	ACCREDITOR	ACCREDITED THROUGH
Music Education K-12	National Association of Schools of Music (NASM)	2023

1.2 Nationally Recognized Programs (Specialized Professional Association, SPA)

PROGRAM	SPA	RECOGNIZED THROUGH
Elementary Education K-6	Association for Childhood Education International (ACEI)	2025

2.1 CAEP Accreditation Decision - Initial

- Accreditation 2028
- Probation
- Accreditation with Stipulations

Date of On-site Visit: November 8-10, 2020

Comments: *Areas for Improvement: 3.1 Recruitment and monitoring of recruitment efforts*

2.2 CAEP Accreditation Decision - Advanced

- Accreditation
- Probation
- Accreditation with Stipulations
- NA

Date of On-site Visit:

Comments:

2.3 CAEP Annual Reports

- Annual Reporting Measures displayed at <https://mvsu.edu/Accreditation-TED-Data>
- Annual Reporting Measures not displayed

3.1 MDE Program Review Recommendation

Date: April 12, 2021

Comments: The Mississippi Valley State University submitted their electronic program review as part of the cohort for Pilot 2.0. Feedback was sent to the EPP on September 28, 2020, for revisions, and rejoinders were submitted January 31, 2021. Findings from the first review noted the EPP did not expand on how the program prepares candidates with concepts, principles, and practices in preparation of license and how technology is incorporated in instruction. Due to low enrollment of some programs, it was difficult to analyze data collected for program improvement.

PROGRAMS REVIEWED	INITIAL REVIEW	FINAL REVIEW
Athletic Admin K-12 (M)	Not Reviewed	Program Removed
Biology 7-12	Met	Met
Elementary Education K-3 & K-6	Met	Met
English 7-12	Met with Conditions	Met
Health/Physical Ed K-12	Met	Met
Master of Arts in Teaching	Further Development Required	Met
Mathematics 7-12	Met	Met
Music Education (Instrumental & Vocal) K-12	Met with Conditions	Met
Social Studies 7-12	Met with Conditions	Met
SPED Mild/Mod and Emo Disability (M)	Not Reviewed	Program Removed
EPP	Met with Conditions	Met

3.2 MDE Annual Reports

COHORT	PROGRAM TYPE	ADMIT	COMPLETERS
2019-2020	Traditional Initial	11	2
2018-2019		5	2
2017-2018		4	0
2019-2020	Alternate Route	51	6
2018-2019		6	9
2017-2018		8	9
2019-2020	Educational Leadership	NA	NA
2018-2019			
2017-2018			

Traditional completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by 200% (from 0 to 2)
- Decrease by

Alternate route completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by 50% (from 4 to 6)

Decrease by

3.3 Ability of Completers to Be Hired in Education Position Positions for Which They Have Been Prepared (during first year)

COHORT	N	EMPLOYED AS MS PUBLIC SCHOOL TEACHER		EMPLOYED AT MS PRIVATE SCHOOL	
		PERCENTAGE	PERCENTAGE	PERCENTAGE	PERCENTAGE
2017-2018	0				
2016-2017	2	2	100%		

Data provided through the NSPARC Report

3.4 Test Pass Rates at Completion (Traditional Route)

COHORT	N PLT	%	N PRAXIS CONTENT		N FOUNDATIONS OF READING	
			PERCENTAGE	PERCENTAGE	PERCENTAGE	PERCENTAGE
2019-2020	2	100%	2	100%	NA	
2018-2019	2	100%	2	100%	1	100%
2017-2018	0		0		0	

Data based on highest score for all attempts

4.1 Surveys

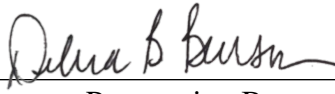
SURVEY	YEAR	NUMBER OF RESPONSES	RETURN RATE**	SATISFACTION RATING (4-point scale)
<i>MDE TC Exit Survey</i>	2020-2021	17	73.91%	3.60
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>MDE CT Survey</i>	2020-2021	12	75.00%	3.71
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>Statewide Initial Survey*</i>	2021	4	50.00%	3.11
	2020	6	54.55%	3.41
	2019	1	25.00%	3.22
<i>Statewide Initial Employer Survey*</i>	2021	6	75.00%	3.28
	2020	2	18.18%	3.53
	2019	1	25.00%	3.17
<i>Statewide Advanced Survey*</i>	2021	0	NA	NA
	2020	0	NA	NA
	2019	0	NA	NA
<i>Statewide Advanced Employer Survey*</i>	2021	0	NA	NA
	2020	0	NA	NA
	2019	0	NA	NA

NOTE: Initial Responses include traditional and Alternate Route completers

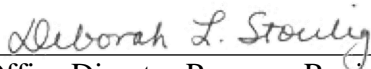
**Collected first and third year after completion of degree. Initial survey data are posted at <https://education.olemiss.edu/assessment/extras/epp/report.php> and advanced survey data are posted at https://education.olemiss.edu/assessment/extras/epp/report_ap.php.*

*** Email addresses of teachers are not collected through MSIS. Therefore, response rates may vary or be low. (Most institutions inactivate completers' email addresses after a year of inactivity.) If email addresses are not available, the EPP utilizes various techniques such as Facebook, LinkedIn, or other social media sites to locate program completers.*

Based upon the findings in this report, the Division of Educator Preparation recommends to the Commission on Teacher and Administrator Education, Certification and Licensure and Development full state approval through 2028 with a full review of all programs to be conducted again during the 2024-2025 academic year.



Educator Preparation Bureau Director



Office Director Program Review



DOCUMENTATION FOR EPP STATE APPROVAL

EPP: University of Southern Mississippi

Date Presented to Licensure Commission: January 7, 2022

1.1 Nationally Accredited Programs (Accreditor Recognized by the Council of Higher Education Accreditation, CHEA)

PROGRAM	ACCREDITOR	ACCREDITED THROUGH
Dance Education K-12	National Association of Schools of Dance	2023
Library Media K-12	American Library Association	2027
Music Education K-12	National Association of Schools of Music	2026
School Psychology K-12	American Psychological Association	2022

1.2 Nationally Recognized Programs (Specialized Professional Association, SPA)

PROGRAM	SPA	RECOGNIZED THROUGH
Educational Leadership K-12	National Policy Board for Educational Administration (ELCC/NELP)	2028
Elementary Education K-6	Association for Childhood Education International (ACEI)	2027
English Education 7-12	National Council of Teachers of English	2027
Foreign Language K-12	American Council on the Teaching of a Foreign Language (ACTFL)	2028
Mathematics 7-12	National Council of Teachers of Mathematics (NCTM)	2027
Physical Education K-12	SHAPE America-Physical Education	2027
Science (Biology, Chemistry, Physics) 7-12	National Science Teachers Association (NSTA)	2025
Social Studies 7-12	National Council for the Social Studies (NCSS)	2027
Special Education K-12	Council for Exceptional Children (CEC)	2025

2.1 CAEP Accreditation Decision – Initial Programs

- Accreditation Spring 2026
- Probation
- Accreditation with Stipulations

Date of On-site Visit: October 4-6, 2020

Comments: *All Standards Met*

2.2 CAEP Accreditation Decision – Advanced Programs

- Accreditation Spring 2026
- Probation
- Accreditation with Stipulations
- NA

Date of On-site Visit: October 4-6, 2020

Comments: *All Standards Met*

2.3 CAEP Annual Reports

- Annual Reporting Measures displayed at <https://www.usm.edu/education-human-sciences/educator-preparation-provider-epp-data.php>
- Annual Reporting Measures not displayed

3.1 MDE Program Review Recommendation

- Recommended
- Recommended with Conditions
- Recommend Not Approved – Further Development Required

Date: November 7, 2018

Comments: This review was part of Pilot1.0 in which three programs (Elementary Education, Music Education (Instrumental and Vocal), and Special Education) were chosen based on program completers for the review during an on-site visit. While Elementary and SPED programs met all standards, improvement is needed for the Music Education program as pass rates on the Praxis Content Knowledge were under 80%. A letter of good standing with MDE was sent to the EPP to be included in the CAEP Self-Study Report as documentation for Standard One.

3.2 MDE Annual Reports

COHORT	PROGRAM TYPE	ADMIT	COMPLETERS
2019-2020	Traditional Initial	223	201
2018-2019		171	221
2017-2018		193	230
2016-2017		330	207
2019-2020	Alternate Route	40	13
2018-2019		25	13
2017-2018		28	8
2016-2017		12	10
2019-2020	Educational Leadership	46	27
2018-2019		52	18
2017-2018		22	43
2016-2017		45	41

Traditional completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by
 Decrease by -12.99% (from 231 to 201)

Alternate route completers over last three years (2017-2018, 2018-2019, 2019-2020):

- Increased by 62.50% (from 8 to 13)
 Decrease by

3.3 Ability of Completers to Be Hired in Education Position Positions for Which They Have Been Prepared (during first year)

COHORT	N	EMPLOYED AS MS PUBLIC SCHOOL TEACHER	PERCENTAGE	EMPLOYED AT MS PRIVATE SCHOOL	PERCENTAGE
2017-2018	230	172	74.78%	0	0.00%
2016-2017	207	137	66.18%	1	0.48%

Data provided through the NSPARC Report

3.4 Test Pass Rates at Completion (Traditional Route)

COHORT	N PLT	%	N PRAXIS CONTENT	%	N FOUNDATIONS OF READING	%
2019-2020	169	96.65%	181	88.95%	117	70.94%
2018-2019	221	97.73%	217	96.31%	138	93.48%
2017-2018	230	99.57%	228	94.74%	149	93.29%

Data based on highest score for all attempts

4.1 Surveys

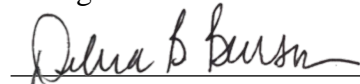
SURVEY	YEAR	NUMBER OF RESPONSES	RETURN RATE**	SATISFACTION RATING (4-point scale)
<i>MDE TC Exit Survey</i>	2020-2021	126	53.16%	3.56
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>MDE CT Survey</i>	2020-2021	174	63.27%	3.42
	2019-2020	NA	NA	NA
	2018-2019	NA	NA	NA
<i>Statewide Initial Survey*</i>	2021	57	26.64%	3.26
	2020	63	26.92%	3.23
	2019	140	58.58%	3.35
<i>Statewide Initial Employer Survey*</i>	2021	46	21.50%	3.32
	2020	46	19.66%	3.39
	2019	77	32.22%	3.24
<i>Statewide Advanced Survey*</i>	2021	35	57.38%	3.43
	2020	33	57.89%	3.66
	2019	NA	NA	NA
<i>Statewide Advanced Employer Survey*</i>	2021	26	42.62%	3.59
	2020	26	45.61%	3.59
	2019	NA	NA	NA

NOTE: Initial Responses include Traditional and Alternate Route completers

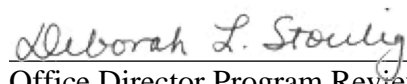
**Collected first and third year after completion of degree. Initial survey data are posted at <https://education.olemiss.edu/assessment/extras/epp/report.php> and advanced survey data are posted at https://education.olemiss.edu/assessment/extras/epp/report_ap.php.*

*** Email addresses of teachers are not collected through MSIS. Therefore, response rates may vary or be low. (Most institutions inactivate completers' email addresses after a year of inactivity.) If email addresses are not available, the EPP utilizes various techniques such as Facebook, LinkedIn, or other social media sites to locate program completers.*

Based upon the findings in this report, the Division of Educator Preparation recommends to the Commission on Teacher and Administrator Education, Certification and Licensure and Development full state approval through 2026 with a full review of all programs to be conducted during the 2022-2023 academic year.



Educator Preparation Bureau Director



Office Director Program Review