



2023

Annual EPP Teacher Preparation Performance Report

Mississippi Teacher Education Preparation Programs

Office of Educator Continuum

Division of Educator Preparation

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SECTION I. Introduction

Pursuant to Miss. Code Ann. § 37-101-29, each college or university with a teacher education program approved by the State Board of Education is required each year to prepare and submit to the State Board of Education (SBE) and to the Board of Trustees of State Institutions of Higher Learning (IHL) data that comprises the Annual Performance Report for the state's teacher preparation programs. This report is the result of a collaborative endeavor between the SBE, the Mississippi Association of Colleges of Teacher Education (MACTE), and Mississippi Institutions of Higher Learning (IHL).

The 2023 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2021-2022 academic year:

- teacher education enrollment data,
- professional education faculty data,
- characteristics of education program candidates, and
- percentage of program completers scoring at or above the proficiency level on the prescribed teacher licensure exams.

Overview

Prior to 2018, only Mississippi's eight public EPPs were required to maintain national accreditation. Additionally, three private EPPs Millsaps College, Mississippi College, and William Carey University were nationally accredited. The remaining four private colleges were approved by the SBE using national standards.

In 2017, the SBE approved a partnership with the Council for the Accreditation of Educator Preparation (CAEP) and additionally established State Board Policy Chapter 6, Rule 6.2 to require all EPPs to obtain national accreditation as recommended by the Licensure Commission.

The following are Mississippi's eight public EPPs:

- Alcorn State University
- Delta State University
- Jackson State University
- Mississippi State University
- Mississippi University for Women
- Mississippi Valley State University
- University of Mississippi
- The University of Southern Mississippi

The following are Mississippi's seven private EPPs:

- Belhaven University
- Blue Mountain College
- Millsaps College
- Mississippi College
- Rust College
- Tougaloo College
- William Carey University

SECTION II. Admitted Candidate Data

The following data are reported for 2021-2022 admitted EPP candidates.

| |
|---|
| Traditional Route |
| Admitted into Teacher Education-Traditional Route |
| Total Enrolled-Traditional Route |
| Average Admittance Core Hours-Traditional Route |
| Average Admittance GPA-Traditional Route |
| Average Admittance ACT-Traditional Route |
| Average Admittance SAT-Traditional Route |
| Average Admittance Praxis CORE Reading (5713)-Traditional Route |
| Average Admittance Praxis CORE Writing (5723)-Traditional Route |
| Average Admittance Praxis CORE Math (5733)-Traditional Route |
| Alternate Route |
| Admitted into Teacher Education-Alternate Route |
| Total Enrolled-Alternate Route |
| Average Admittance Core Hours-Alternate Route |
| Average Admittance GPA-Alternate Route |
| Average Admittance ACT-Alternate Route |
| Average Admittance SAT-Alternate Route |
| Average Admittance Praxis CORE Reading (5713)-Alternate Route |
| Average Admittance Praxis CORE Writing (5723)-Alternate Route |
| Average Admittance Praxis CORE Math (5723)-Alternate Route |

Table 1*2021-2022 Traditional Route Admitted Candidate Data by EPP*

| | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total/ Average |
|--|-------|----|-------|---------|-------|-----|---------|--------|--------|-------|----|----|---------|--------|--------|-------------------|
| Admitted | 14 | 1 | 57 | 124 | 69 | 0 | 56 | 396 | 29 | 91 | 5 | 4 | 241 | 376 | 124 | 1587 |
| Total Enrolled | 59 | 18 | 166 | 461 | 193 | 2 | 166 | 948 | 69 | 92 | 5 | 12 | 472 | 932 | 419 | 4014 |
| Admitted via COVID Waiver* | 1 | 0 | 13 | 16 | 11 | 0 | 2 | 25 | 3 | 34 | 1 | 1 | 33 | 51 | 40 | 231 |
| Average Admittance Core Hours | 44.14 | ■ | 70.67 | 38.43 | 60.00 | NA | 63.20 | 46.70 | 117.45 | 39.87 | ■ | ■ | 45.68 | 75.94 | 61.53 | 57.34 |
| Average Admittance GPA | 3.31 | ■ | 3.25 | 3.36 | 3.29 | NA | 3.54 | 3.39 | 3.34 | 3.14 | ■ | ■ | 3.44 | 3.32 | 3.24 | 3.35 |
| Average Admittance ACT | NA | ■ | 24.00 | 23.95 | NA | NA | 25.49 | 24.97 | 24.60 | NA | ■ | ■ | 26.58 | 24.55 | 23.87 | 24.98 |
| Average Admittance SAT | NA | ■ | NA | 1120.00 | NA | NA | 1105.00 | NA | NA | NA | ■ | ■ | 1186.67 | NA | NA | 1118.57 |
| Average Admittance Praxis CORE Reading (5713) | NA | ■ | NA | NA | NA | NA | NA | 181.33 | NA | NA | ■ | ■ | NA | 170.00 | 162.00 | 175.20 |
| Average Admittance Praxis CORE Writing (5723) | NA | ■ | NA | NA | NA | NA | NA | 167.33 | NA | NA | ■ | ■ | NA | 168.00 | 166.00 | 167.20 |
| Average Admittance Praxis CORE Math (5733) | NA | ■ | NA | NA | NA | NA | NA | 164.00 | NA | NA | ■ | ■ | NA | 142.00 | 144.00 | 155.60 |

NA = Not Applicable

**The number of candidates admitted through the COVID waiver is included in the Admitted count.*

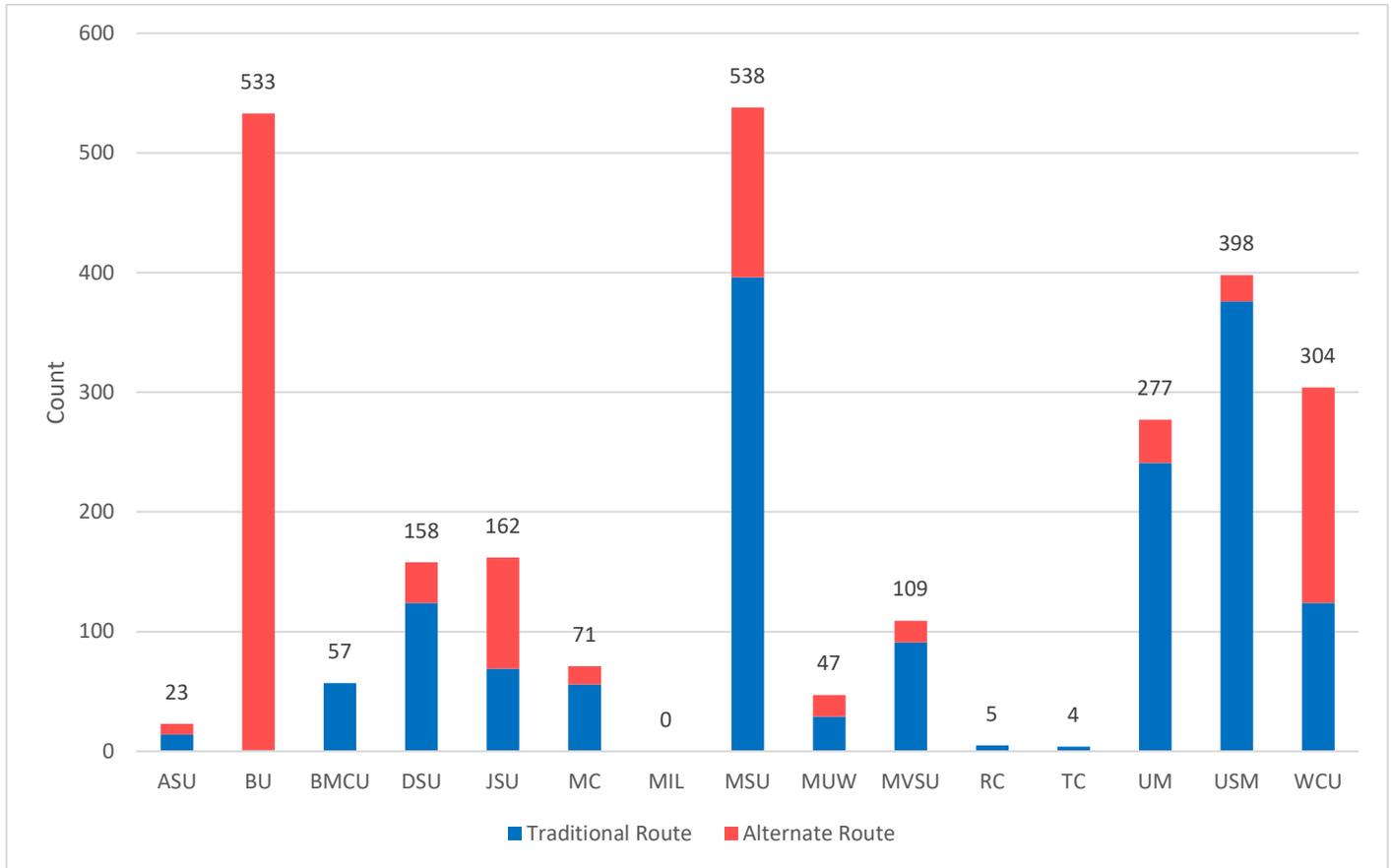
Table 2*2021-2022 Alternate Route Admitted Candidate Data by EPP*

| | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total/ Average |
|---|--------|--------|------|--------|------|-----|--------|--------|------|------|----|----|---------|--------|--------|-------------------|
| Admitted | 9 | 532 | NA | 34 | 93 | NA | 15 | 142 | 18 | 18 | NA | 0 | 36 | 22 | 180 | 1099 |
| Total Enrolled | 93 | 1510 | NA | 125 | 568 | NA | 41 | 420 | 58 | 124 | NA | 0 | 84 | 73 | 598 | 3694 |
| Admitted via COVID Waiver* | 8 | 491 | NA | 15 | 31 | NA | 10 | 101 | 2 | 18 | NA | NA | 1 | 2 | 109 | 788 |
| Average Admittance GPA | 3.35 | 3.18 | NA | 3.21 | 3.16 | NA | 3.39 | 3.25 | 3.35 | 3.06 | NA | NA | 3.44 | 3.36 | 3.33 | 3.23 |
| Average Admittance ACT | NA | 22.95 | NA | 23.17 | NA | NA | 26.67 | 23.80 | NA | NA | NA | NA | 23.67 | 25.20 | 25.57 | 24.26 |
| Average Admittance SAT | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 1333.33 | NA | NA | 1333.33 |
| Average Admittance Praxis CORE Reading (5713) | 192.00 | 175.30 | NA | 172.00 | NA | NA | 180.00 | 168.00 | NA | NA | NA | NA | 178.00 | 184.00 | 178.80 | 177.66 |
| Average Admittance Praxis CORE Writing (5723) | 174.00 | 165.40 | NA | 165.00 | NA | NA | 170.00 | 166.00 | NA | NA | NA | NA | 162.00 | 171.33 | 169.73 | 167.84 |
| Average Admittance Praxis CORE Math (5723) | 140.00 | 160.30 | NA | 140.00 | NA | NA | 153.00 | 140.00 | NA | NA | NA | NA | 164.00 | 170.00 | 165.47 | 159.71 |

*NA = Not Applicable***The number of candidates admitted through the COVID waiver is included in the Admitted count.*

During the 2021-2022 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 2686. There were 1587 admitted to traditional preparation programs and 1099 admitted to alternate route preparation programs.

Figure 1
2021-2022 Admitted Candidates by EPP



The eight public EPPs admitted 1712 candidates into their teacher education programs, which represented 63.74% of the total admitted into all Mississippi EPPs. The seven private EPPs admitted 974 students which represented 36.26% percent of the total number admitted.

2686
Total Admitted
Candidates

1587
Traditional
Preparation
Admitted

1099
Alternate Route
Preparation
Admitted

The following table represents each EPP sorted by public and private institution, along with data displaying traditional versus alternate routes and the percentage of the EPP total admitted candidates in comparison to the total for all EPP admitted candidates.

Table 3
2021-2022 Admitted Candidate-Public EPPs

| EPP | Traditional | Alternate | Total | % of All EPPs |
|--------------|-------------|------------|-------------|---------------|
| ASU | 14 | 9 | 23 | 0.86% |
| DSU | 124 | 34 | 158 | 5.88% |
| JSU | 69 | 93 | 162 | 6.03% |
| MSU | 396 | 142 | 538 | 20.03% |
| MUW | 29 | 18 | 47 | 1.75% |
| MVSU | 91 | 18 | 109 | 4.06% |
| UM | 241 | 36 | 277 | 10.31% |
| USM | 376 | 22 | 398 | 14.82% |
| Total | 1340 | 372 | 1712 | 63.74% |

64%
Public
EPPs

Table 4
2021-2022 Admitted Candidate-Private EPPs

| EPP | Traditional | Alternate | Total | % of All EPPs |
|--------------|-------------|------------|------------|---------------|
| BU | 1 | 532 | 533 | 19.84% |
| BMCU | 57 | NA | 57 | 2.12% |
| MIL | 0 | NA | 0 | 0% |
| MC | 56 | 15 | 71 | 2.64% |
| RC | 5 | NA | 5 | 0.19% |
| TC | 4 | 0 | 4 | 0.15% |
| WCU | 124 | 180 | 304 | 11.32% |
| Total | 247 | 727 | 974 | 36.26% |

36%
Private
EPPs

During the 2021-2022 academic year, the total number of teacher candidates admitted into the 15 EPPs' programs statewide was 2686. There were 1587 admitted to traditional programs and 1099 admitted to an alternate route program.

Table 5
2021-2022 Comparison of Preparation

| EPP | Traditional | Alternate | Total |
|--------------|-------------|-------------|-------------|
| ASU | 14 | 9 | 23 |
| BU | 1 | 532 | 533 |
| BMCU | 57 | NA | 57 |
| DSU | 124 | 34 | 158 |
| JSU | 69 | 93 | 162 |
| MIL | 0 | NA | 0 |
| MC | 56 | 15 | 71 |
| MSU | 396 | 142 | 538 |
| MUW | 29 | 18 | 47 |
| MVSU | 91 | 18 | 109 |
| RC | 5 | NA | 5 |
| TC | 4 | 0 | 4 |
| UM | 241 | 36 | 277 |
| USM | 376 | 22 | 398 |
| WCU | 124 | 180 | 304 |
| Total | 1587 | 1099 | 2686 |

Figure 2
2021-2022 Comparison of Preparation

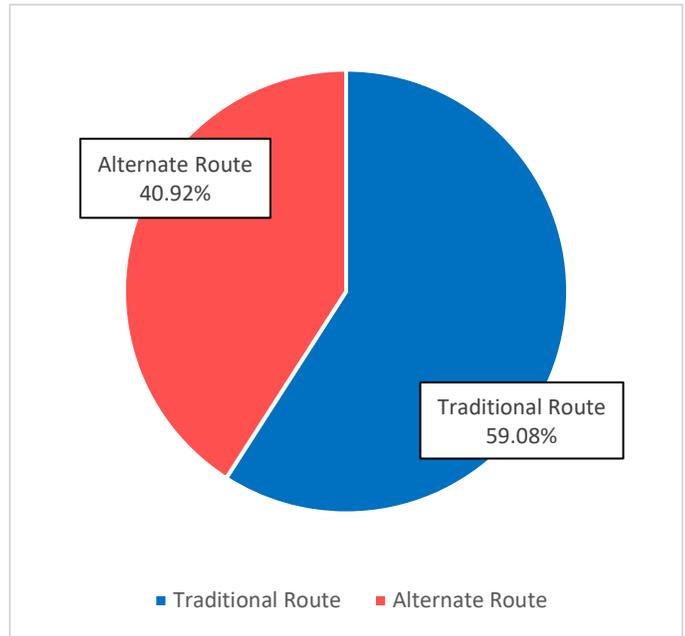
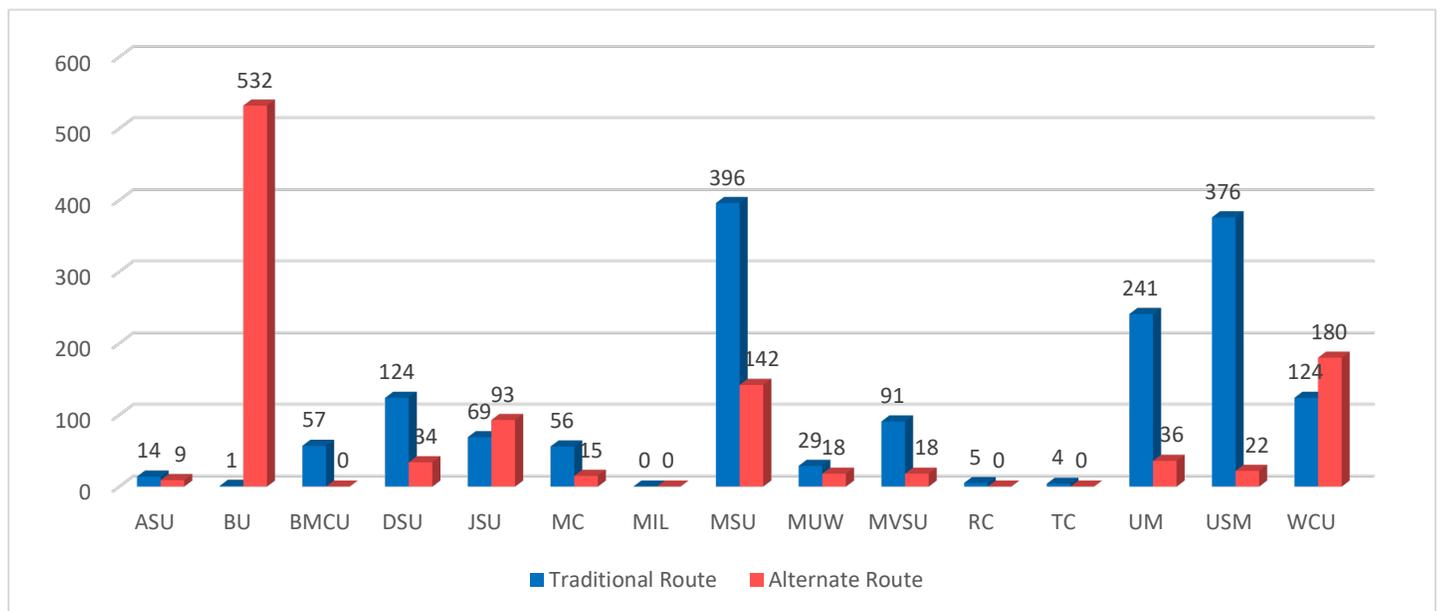


Figure 3
2021-2022 Comparison of Preparation



Admitted Candidates by Gender

In 2021-2022, the 15 EPPs admitted a total of 2686 candidates. Male candidates represented 19.88% (n=534) of the total admitted, non-binary candidates represented 0.04% (n=1), while female candidates represented the majority admitted at 80.08% (n=2151).

Table 6
2021-2022 Admitted Candidates by Gender

| EPP | Female | Male | Non-Binary | Total |
|-------------------|---------------|---------------|--------------|-------------|
| ASU | 18 | 5 | 0 | 23 |
| BU | 448 | 85 | 0 | 533 |
| BMCU | 45 | 12 | 0 | 57 |
| DSU | 121 | 37 | 0 | 158 |
| JSU | 118 | 44 | 0 | 162 |
| MIL | 0 | 0 | 0 | 0 |
| MC | 61 | 10 | 0 | 71 |
| MSU | 426 | 112 | 0 | 538 |
| MUW | 42 | 4 | 1 | 47 |
| MVSU | 75 | 34 | 0 | 109 |
| RC | 4 | 1 | 0 | 5 |
| TC | 4 | 0 | 0 | 4 |
| UM | 215 | 62 | 0 | 277 |
| USM | 330 | 68 | 0 | 398 |
| WCU | 244 | 60 | 0 | 304 |
| Total | 2151 | 534 | 1 | 2686 |
| Percentage | 80.08% | 19.88% | 0.04% | 100% |

Figure 4
2021-2022 Admitted Candidates by Gender

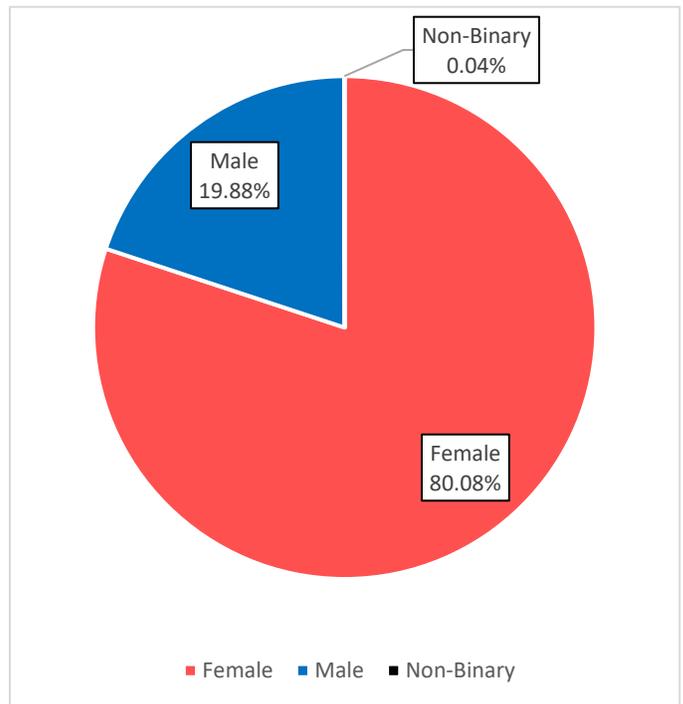


Figure 5
2021-2022 Admitted Candidates by Gender

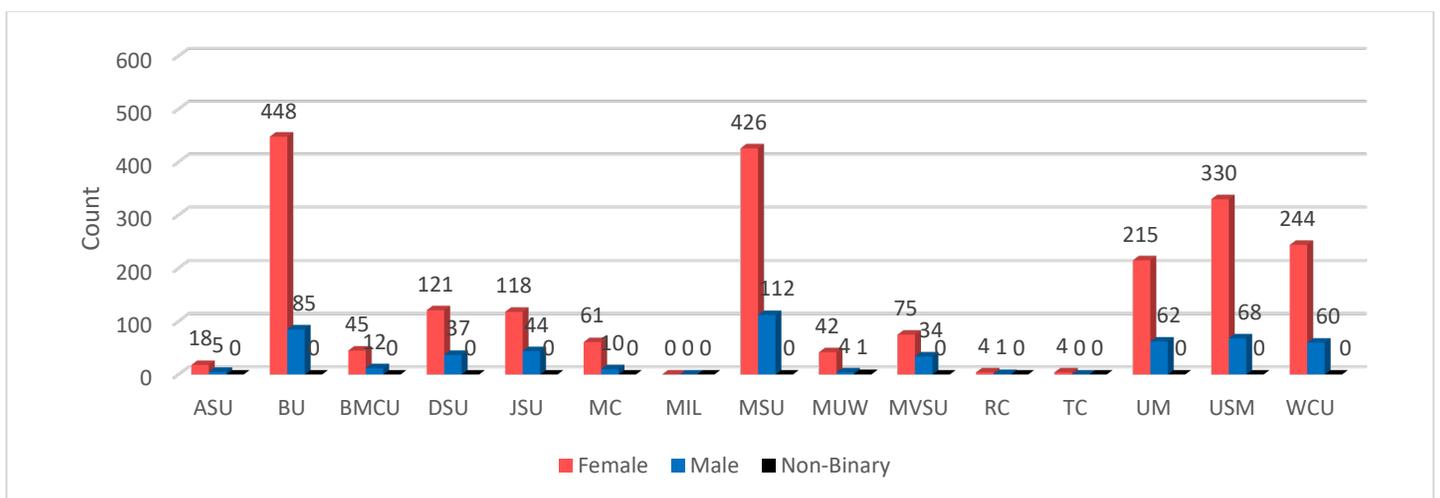


Table 7
2021-2022 Admitted Female Candidates

| EPP | Traditional | Alternate | Total |
|-------------------|---------------|---------------|-------------|
| ASU | 11 | 7 | 18 |
| BU | 1 | 447 | 448 |
| BMCU | 45 | NA | 45 |
| DSU | 97 | 24 | 121 |
| JSU | 42 | 76 | 118 |
| MIL | 0 | NA | 0 |
| MC | 51 | 10 | 61 |
| MSU | 332 | 94 | 426 |
| MUW | 27 | 15 | 42 |
| MVSU | 63 | 12 | 75 |
| RC | 4 | NA | 4 |
| TC | 4 | 0 | 4 |
| UM | 195 | 20 | 215 |
| USM | 314 | 16 | 330 |
| WCU | 117 | 127 | 244 |
| Total | 1303 | 848 | 2151 |
| Percentage | 60.58% | 39.42% | 100% |

Figure 6
2021-2022 Admitted Female Candidates

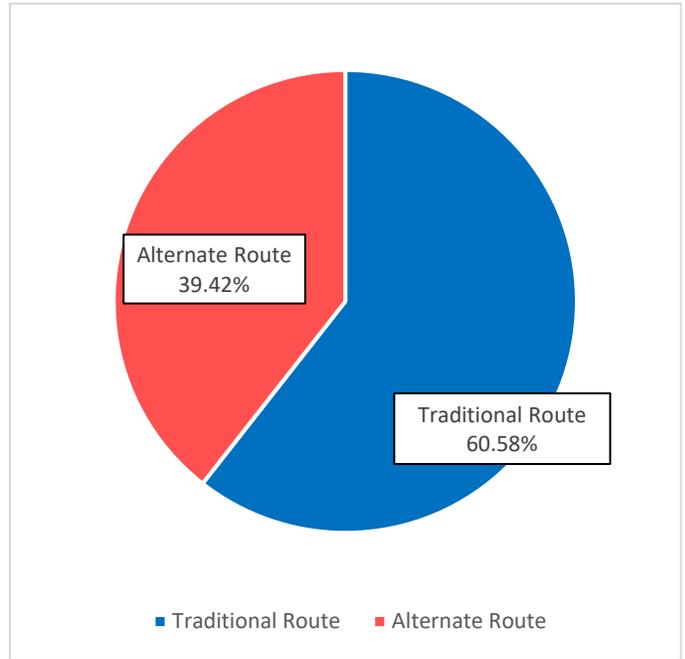


Figure 7
2021-2022 Admitted Female Candidates

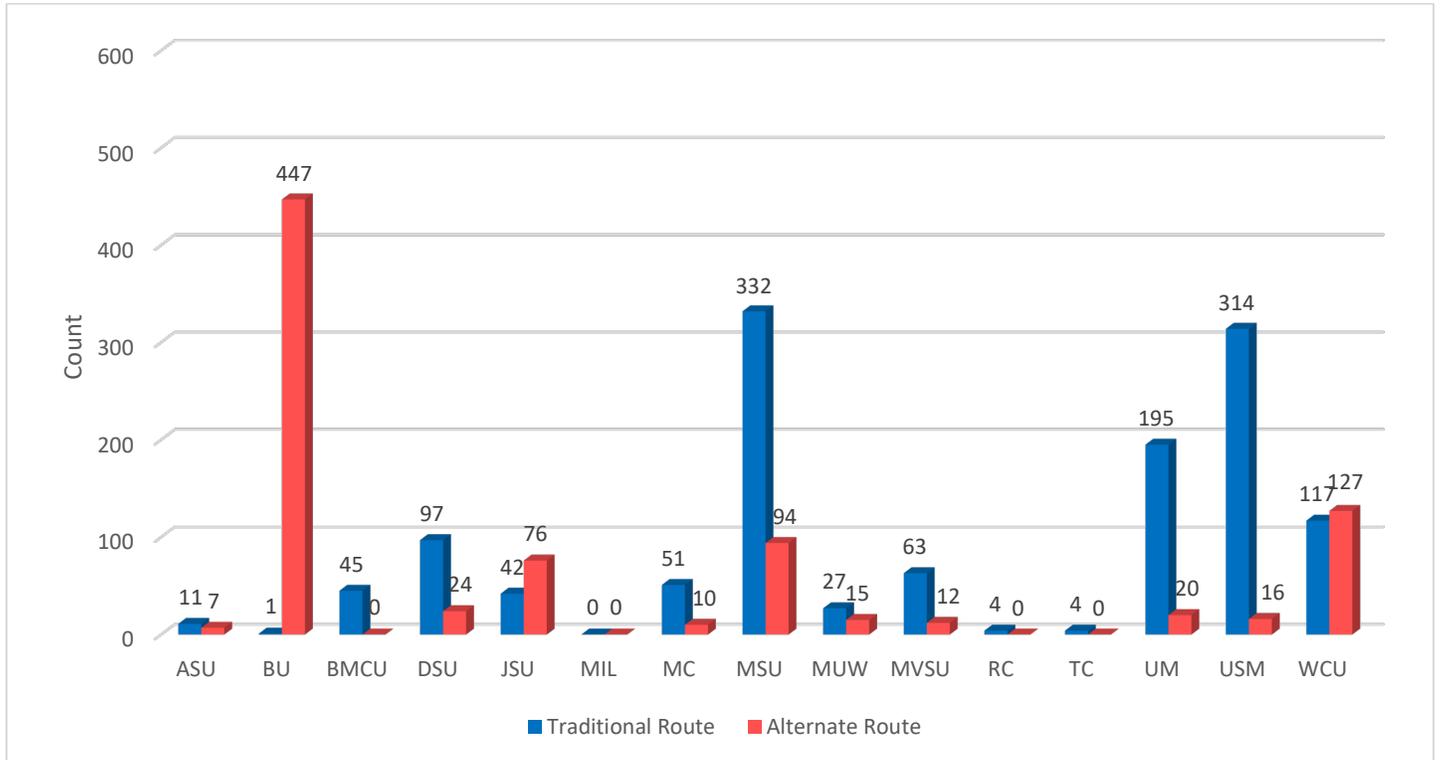


Table 8
2021-2022 Admitted Male Candidates

| EPP | Traditional | Alternate | Total |
|-------------------|---------------|---------------|-------------|
| ASU | 3 | 2 | 5 |
| BU | 0 | 85 | 85 |
| BMCU | 12 | NA | 12 |
| DSU | 27 | 10 | 37 |
| JSU | 27 | 17 | 44 |
| MIL | 0 | 0 | 0 |
| MC | 5 | 5 | 10 |
| MSU | 64 | 48 | 112 |
| MUW | 1 | 3 | 4 |
| MVSU | 28 | 6 | 34 |
| RC | 1 | NA | 1 |
| TC | 0 | 0 | 0 |
| UM | 46 | 16 | 62 |
| USM | 62 | 6 | 68 |
| WCU | 7 | 53 | 60 |
| Total | 283 | 251 | 534 |
| Percentage | 53.00% | 47.00% | 100% |

Figure 8
2021-2022 Admitted Male Candidates

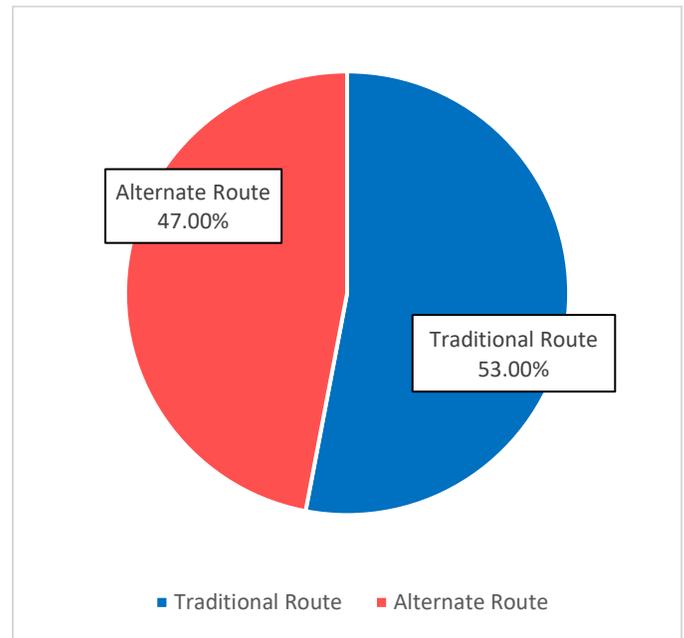
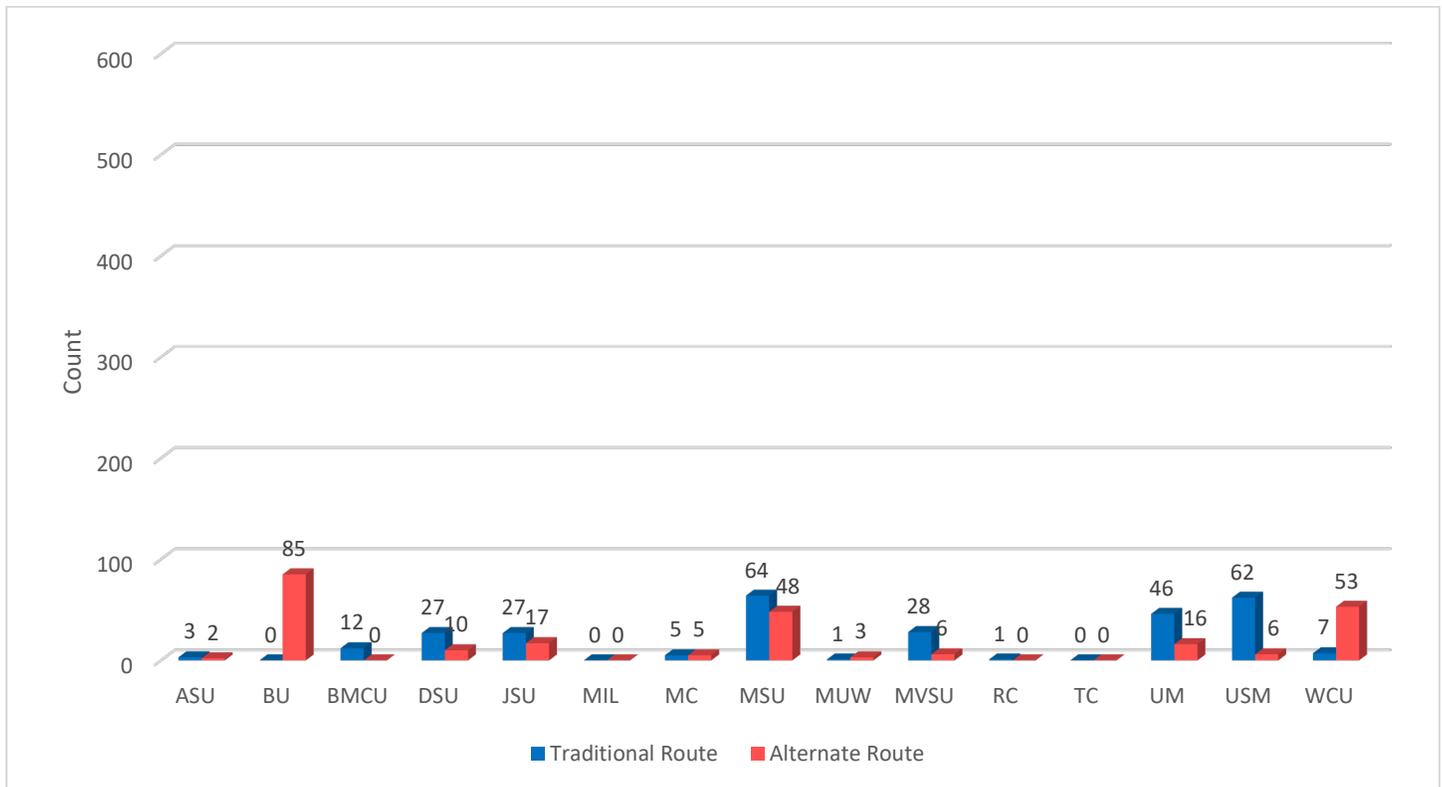


Figure 9
2021-2022 Admitted Male Candidates



Admitted Candidate Data by Ethnicity

In 2021-2022, the 15 EPPs admitted a total of 2686 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

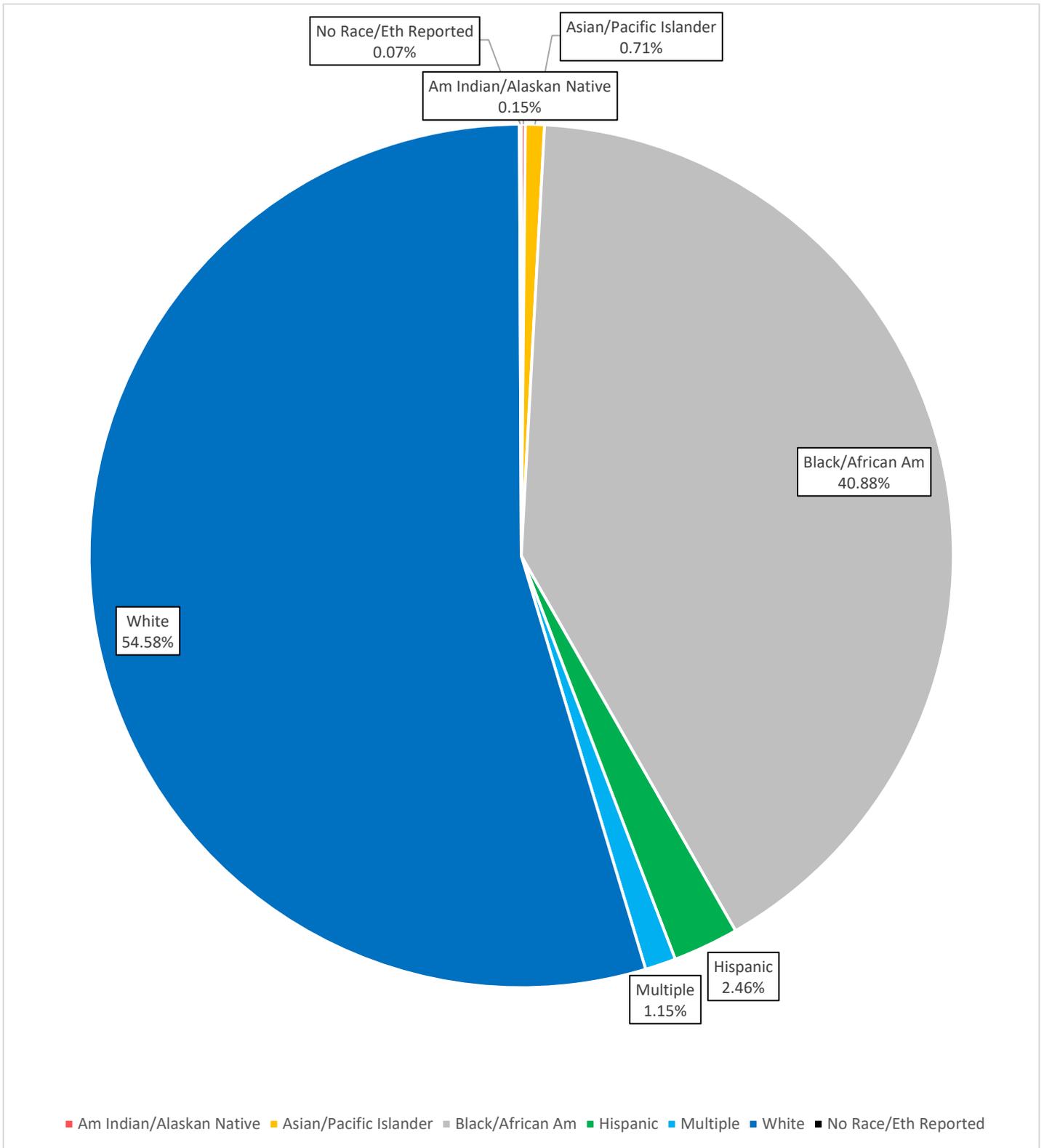
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table represents data for the above listed ethnicity groups with percentages compared to the total admitted candidates. The ethnicity table below displays both traditional route and alternate route programs by EPP.

Table 9
2021-2022 Admitted Candidates by Ethnicity

| EPP | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|---------|------------------------------------|-------------------------------|-------------------------------|----------|----------|--------|-----------------|-------|
| ASU | 0 | 0 | 22 | 0 | 0 | 1 | 0 | 23 |
| BU | 1 | 2 | 461 | 1 | 7 | 61 | 0 | 533 |
| BMCU | 0 | 0 | 8 | 3 | 0 | 46 | 0 | 57 |
| DSU | 0 | 1 | 43 | 4 | 0 | 110 | 0 | 158 |
| JSU | 0 | 0 | 157 | 1 | 1 | 3 | 0 | 162 |
| MIL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MC | 0 | 0 | 11 | 0 | 0 | 59 | 1 | 71 |
| MSU | 2 | 5 | 87 | 25 | 11 | 408 | 0 | 538 |
| MUW | 0 | 0 | 10 | 0 | 0 | 37 | 0 | 47 |
| MVSU | 0 | 1 | 106 | 1 | 0 | 1 | 0 | 109 |
| RC | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| TC | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| UM | 0 | 4 | 34 | 11 | 3 | 225 | 0 | 277 |
| USM | 1 | 3 | 50 | 13 | 7 | 324 | 0 | 398 |
| WCU | 0 | 3 | 100 | 7 | 2 | 191 | 1 | 304 |
| Total | 4 | 19 | 1098 | 66 | 31 | 1466 | 2 | 2686 |
| Percent | 0.15% | 0.71% | 40.88% | 2.46% | 1.15% | 54.58% | 0.07% | 100% |

Figure 10
2021-2022 Admitted Candidates by Ethnicity



The following table represents a comparison of traditional and alternate route admitted candidates by ethnicity.

Table 10
2021-2022 Admitted Candidates by Ethnicity – Comparison of Preparation

| EPP | Am Indian/ Alaskan Native | | Asian/ Pacific Islander | | Black/ African American | | Hispanic | | Multiple | | White | | Not Reported | | Total | |
|--------------|---------------------------------|----------|-------------------------------|----------|-------------------------------|------------|-----------|-----------|-----------|-----------|-------------|------------|-----------------|----------|-------------|-------------|
| | T | A | T | A | T | A | T | A | T | A | T | A | T | A | T | A |
| ASU | 0 | 0 | 0 | 0 | 13 | 9 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 14 | 9 |
| BU | 0 | 1 | 0 | 2 | 0 | 461 | 0 | 1 | 0 | 7 | 1 | 60 | 0 | 0 | 1 | 532 |
| BMCU | 0 | NP | 0 | NP | 8 | NP | 3 | NP | 0 | NP | 46 | NP | 0 | NP | 57 | NP |
| DSU | 0 | 0 | 0 | 1 | 21 | 22 | 3 | 1 | 0 | 0 | 100 | 10 | 0 | 0 | 124 | 34 |
| JSU | 0 | 0 | 0 | 0 | 68 | 89 | 1 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 69 | 93 |
| MIL | 0 | NP | 0 | NP | 0 | NP | 0 | NP | 0 | NP | 0 | NP | 0 | NP | 0 | NP |
| MC | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 0 | 0 | 0 | 49 | 10 | 1 | 0 | 56 | 15 |
| MSU | 0 | 2 | 5 | 0 | 38 | 49 | 19 | 6 | 7 | 4 | 327 | 81 | 0 | 0 | 396 | 142 |
| MUW | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 0 | 0 | 0 | 23 | 14 | 0 | 0 | 29 | 18 |
| MVSU | 0 | 0 | 1 | 0 | 89 | 17 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 91 | 18 |
| RC | 0 | NP | 0 | NP | 5 | NP | 0 | NP | 0 | NP | 0 | NP | 0 | NP | 5 | NP |
| TC | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| UM | 0 | 0 | 3 | 1 | 25 | 9 | 11 | 0 | 3 | 0 | 199 | 26 | 0 | 0 | 241 | 36 |
| USM | 1 | 0 | 1 | 2 | 41 | 9 | 13 | 0 | 6 | 1 | 314 | 10 | 0 | 0 | 376 | 22 |
| WCU | 0 | 0 | 2 | 1 | 22 | 78 | 5 | 2 | 2 | 0 | 93 | 98 | 0 | 1 | 124 | 180 |
| Total | 1 | 3 | 12 | 7 | 346 | 752 | 55 | 11 | 18 | 13 | 1154 | 312 | 1 | 1 | 1587 | 1099 |

T = Traditional Preparation
A = Alternate Route Preparation
NP = No program offered

Admitted Candidates by Area of Licensure

The following tables and figures represent areas of licensure for admitted EPP candidates.

Table 11

2021-2022 Admitted Candidates by Area of Licensure - Public and Private Comparisons

| Area of Licensure | Public | Private | Total |
|----------------------------------|-------------|------------|-------------|
| Agriculture (7-12) | 1 | 0 | 1 |
| Art (K-12) | 1 | 13 | 14 |
| Biology (7-12) | 65 | 76 | 141 |
| Business Education (7-12) | 9 | 56 | 65 |
| Chemistry (7-12) | 11 | 5 | 16 |
| Dancing (K-12) Performing Arts | 1 | 0 | 1 |
| Drama (K-12) Performing Arts | 2 | 0 | 2 |
| Elementary Education (4-6) | 13 | 49 | 62 |
| Elementary Education (K-3) | 14 | 0 | 14 |
| Elementary Education (K-6) | 865 | 196 | 1061 |
| English (7-12) | 153 | 109 | 262 |
| Family & Consumer Science (7-12) | 2 | 4 | 6 |
| French (K-12) | 1 | 0 | 1 |
| Health Education (K-12) | 7 | 17 | 24 |
| Home Economics (7-12) | 0 | 2 | 2 |
| Library/Media (K-12) | 1 | 0 | 1 |
| Mathematics (7-12) | 73 | 33 | 105 |
| Mild/Moderate Disability (K-12) | 65 | 35 | 100 |
| Music Ed. Instrumental (K-12) | 65 | 7 | 72 |
| Music Ed. Vocal (K-12) | 37 | 6 | 43 |
| Physical Education (K-12) | 114 | 74 | 188 |
| Physics (7-12) | 2 | 1 | 3 |
| Social Studies (7-12) | 207 | 277 | 484 |
| Spanish (K-12) | 3 | 1 | 4 |
| Speech Communication (7-12) | 0 | 6 | 6 |
| No License Identified | 0 | 7 | 7 |
| Total | 1712 | 974 | 2686 |

Figure 11

2021-2022 Admitted Candidates by Area of Licensure - Public and Private Comparisons

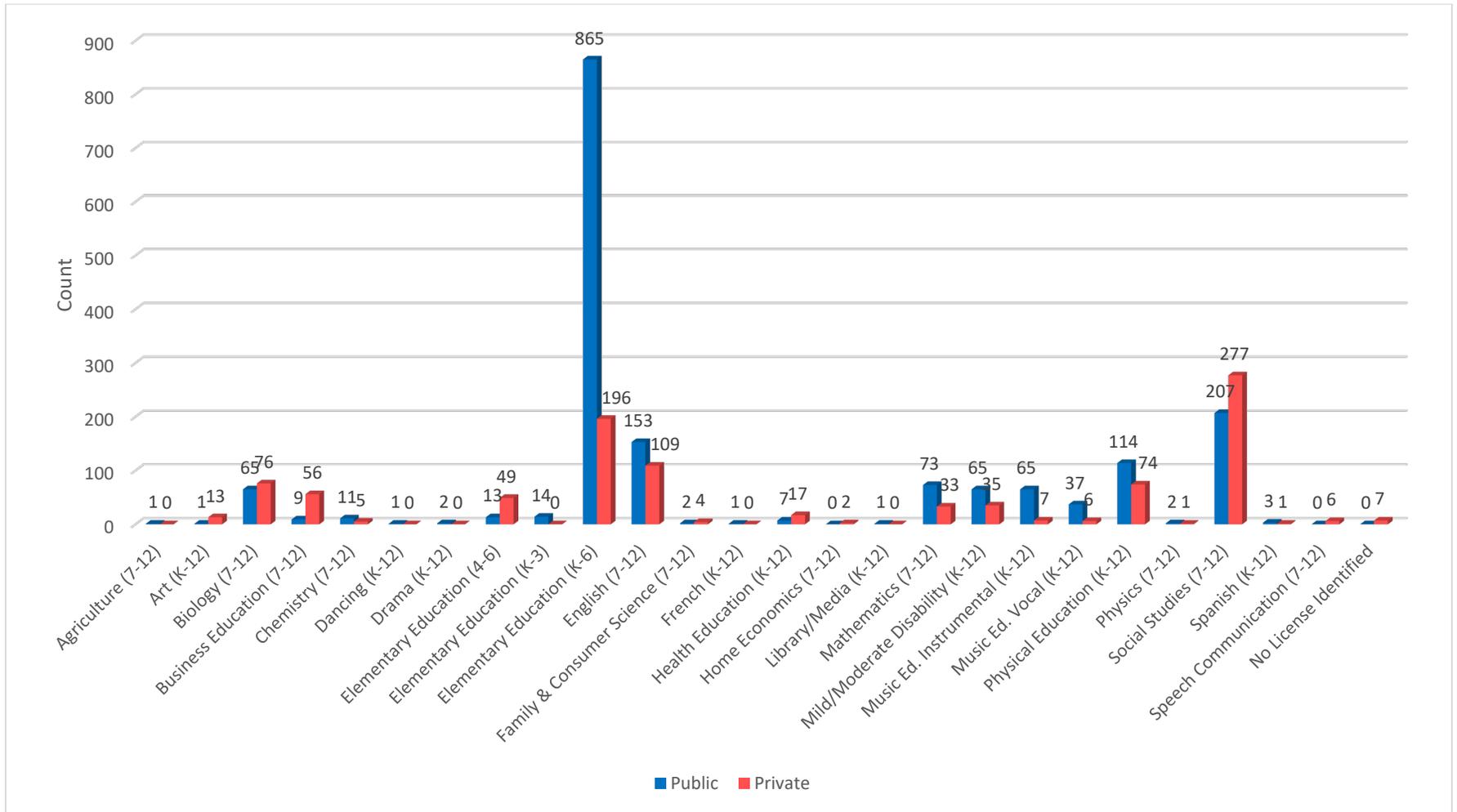
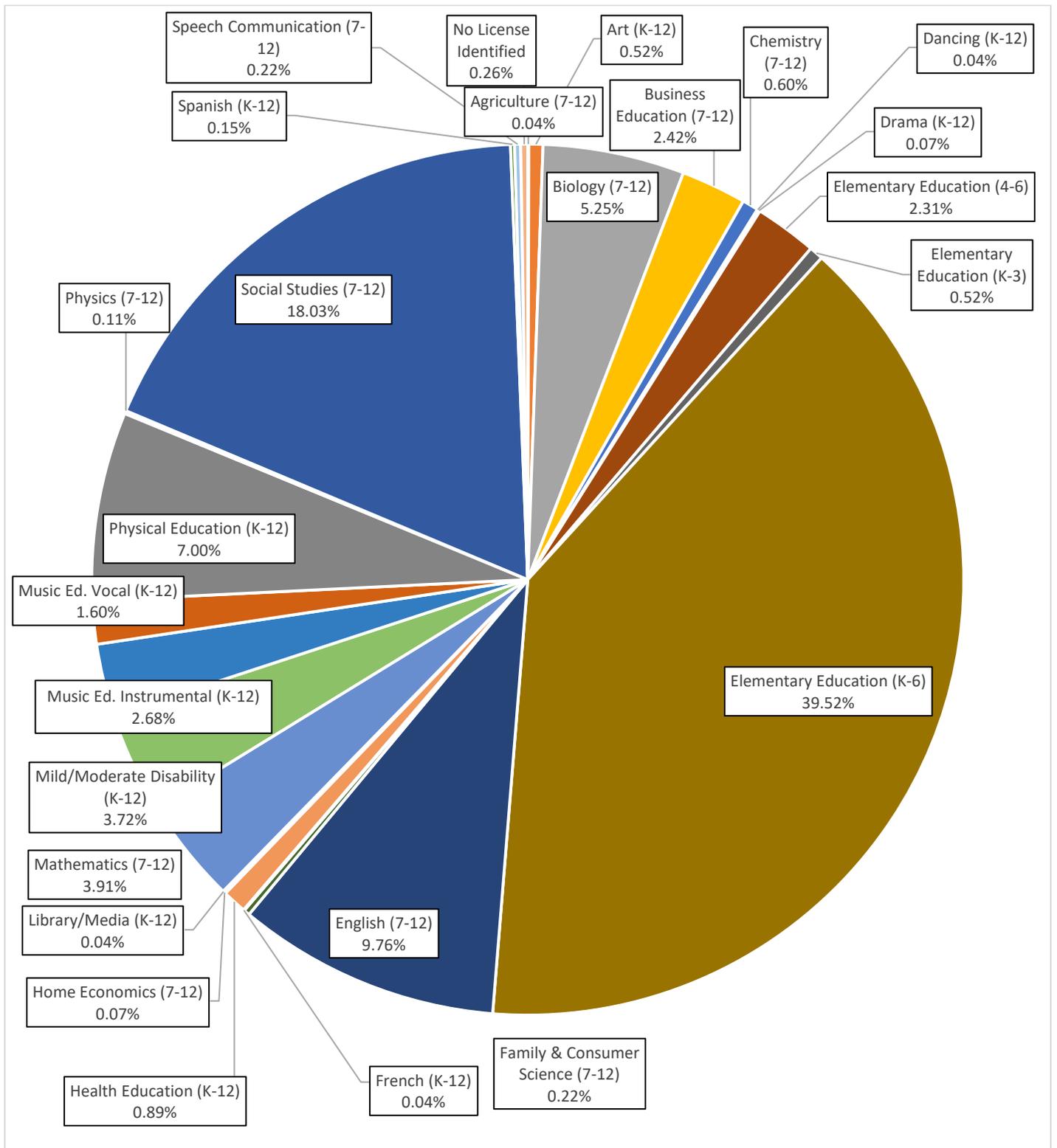


Figure 12

2021-2022 Admitted Candidates by Area of Licensure - Public and Private

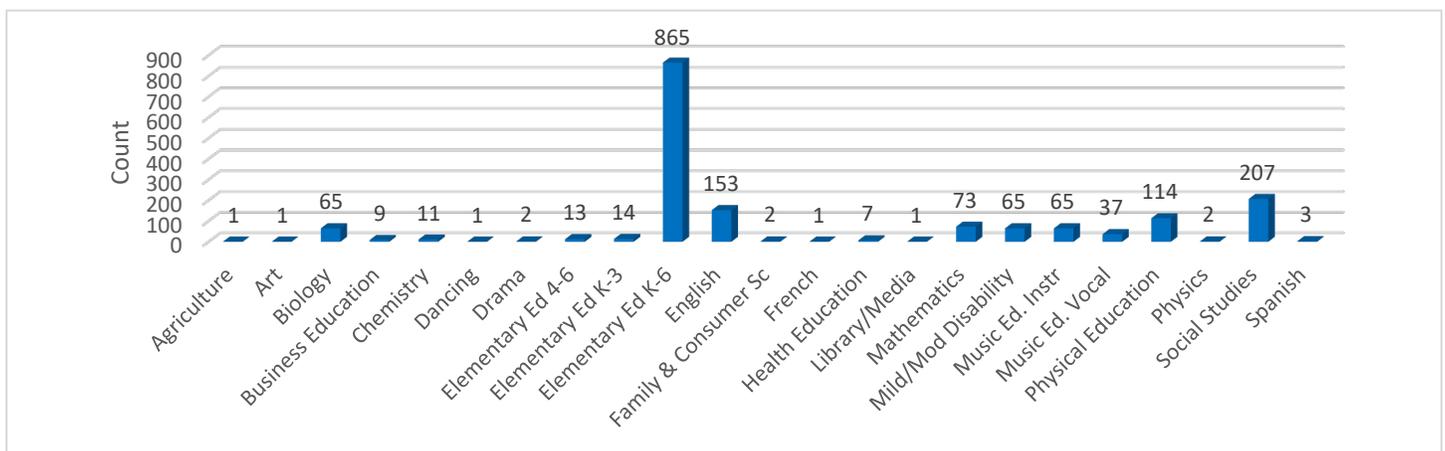


The table and the figure below represent the number of candidates admitted into public EPP programs. The largest program was Elementary Education K-6 (n=865) followed by Social Studies 7-12 (n=207).

Table 12
2021-2022 Admitted Candidates - Public EPPs by Area of Licensure

| Area of Licensure | ASU | DSU | JSU | MSU | MUW | MVSU | UM | USM | Total | % |
|-----------------------------|-----------|------------|------------|------------|-----------|------------|------------|------------|-------------|-------------|
| Agriculture 7-12 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.06% |
| Art K-12 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.06% |
| Biology 7-12 | 3 | 4 | 4 | 33 | 1 | 7 | 10 | 3 | 65 | 3.80% |
| Business Education 7-12 | 0 | 3 | 5 | 0 | 0 | 0 | 1 | 0 | 9 | 0.53% |
| Chemistry 7-12 | 1 | 2 | 1 | 3 | 1 | 0 | 3 | 0 | 11 | 0.64% |
| Dancing K-12 Performing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.06% |
| Drama K-12 Performing | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0.12% |
| Elementary Education 4-6 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 8 | 13 | 0.76% |
| Elementary Education K-3 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 14 | 0.82% |
| Elementary Education K-6 | 8 | 71 | 30 | 271 | 21 | 56 | 158 | 250 | 865 | 50.53% |
| English 7-12 | 1 | 18 | 28 | 30 | 1 | 6 | 35 | 34 | 153 | 8.94% |
| Family & Consumer Sc 7-12 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0.12% |
| French K-12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.06% |
| Health Education K-12 | 0 | 0 | 3 | 0 | 1 | 0 | 2 | 1 | 7 | 0.41% |
| Library/Media K-12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.06% |
| Mathematics 7-12 | 0 | 6 | 7 | 31 | 5 | 3 | 15 | 6 | 73 | 4.26% |
| Mild/Mod Disability K-12 | 0 | 0 | 1 | 48 | 0 | 0 | 9 | 7 | 65 | 3.80% |
| Music Ed. Instrumental K-12 | 2 | 9 | 14 | 8 | 0 | 2 | 12 | 18 | 65 | 3.80% |
| Music Ed. Vocal K-12 | 3 | 4 | 1 | 6 | 0 | 0 | 6 | 17 | 37 | 2.16% |
| Physical Education K-12 | 0 | 22 | 13 | 36 | 0 | 22 | 0 | 21 | 114 | 6.66% |
| Physics 7-12 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0.12% |
| Social Studies 7-12 | 3 | 14 | 38 | 71 | 14 | 13 | 25 | 29 | 207 | 12.09% |
| Spanish K-12 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 3 | 0.18% |
| Total | 23 | 158 | 162 | 538 | 47 | 109 | 277 | 398 | 1712 | 100% |

Figure 13
2021-2022 Admitted Candidates - Public EPPs by Area of Licensure

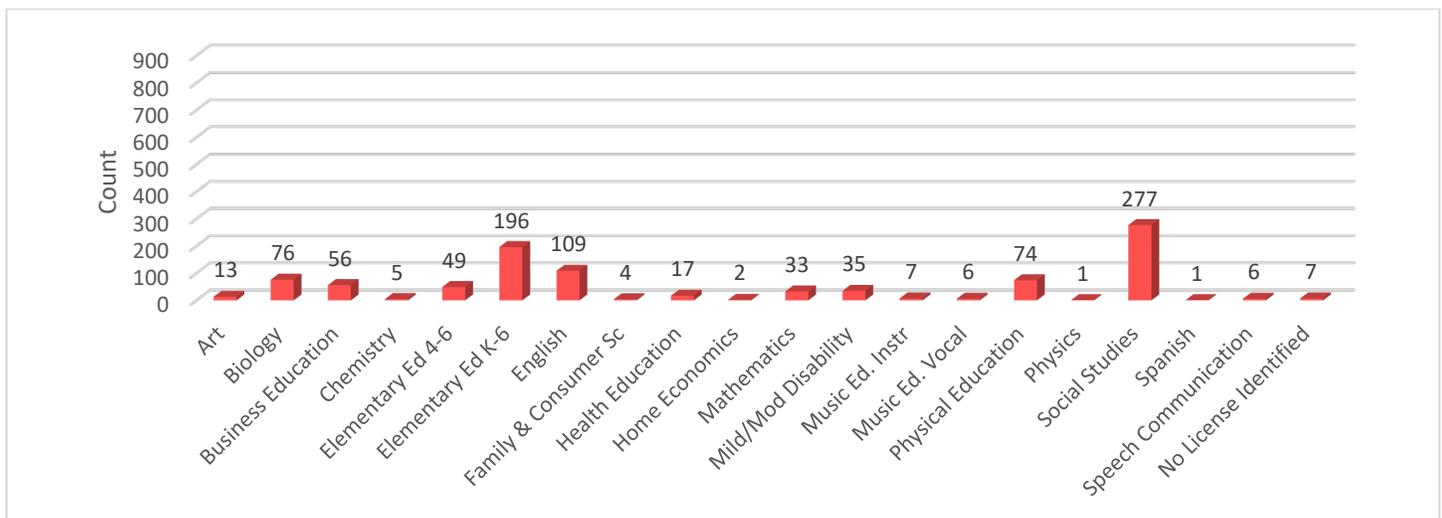


The table and the figure below represent the number of candidates admitted into private EPP programs. The largest program was Social Studies 7-12 (n=277) followed by Elementary Education K-6 (n=196).

Table 13
2021-2022 Admitted Candidates - Private EPPs by Area of Licensure

| Area of Licensure | BU | BMCU | MC | MIL | RC | TC | WCU | Total | % |
|-----------------------------|------------|-----------|-----------|----------|----------|----------|------------|------------|-------------|
| Art K-12 | 1 | 0 | 7 | 0 | 0 | 0 | 5 | 13 | 1.33% |
| Biology 7-12 | 58 | 1 | 4 | 0 | 0 | 0 | 13 | 76 | 7.80% |
| Business Education 7-12 | 46 | 0 | 0 | 0 | 0 | 0 | 10 | 56 | 5.75% |
| Chemistry 7-12 | 2 | 0 | 1 | 0 | 0 | 0 | 2 | 5 | 0.51% |
| Elementary Education 4-6 | 28 | 0 | 1 | 0 | 0 | 0 | 20 | 49 | 5.03% |
| Elementary Education K-6 | 1 | 38 | 33 | 0 | 3 | 4 | 117 | 196 | 20.12% |
| English 7-12 | 78 | 4 | 3 | 0 | 0 | 0 | 24 | 109 | 11.19% |
| Family & Consumer Sc 7-12 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0.41% |
| Health Education K-12 | 9 | 0 | 0 | 0 | 0 | 0 | 8 | 17 | 1.75% |
| Home Economics 7-12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0.21% |
| Mathematics 7-12 | 15 | 2 | 6 | 0 | 2 | 0 | 8 | 33 | 3.39% |
| Mild/Mod Disability K-12 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 35 | 3.59% |
| Music Ed. Instrumental K-12 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 7 | 0.72% |
| Music Ed. Vocal K-12 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 6 | 0.62% |
| Physical Education K-12 | 53 | 4 | 3 | 0 | 0 | 0 | 14 | 74 | 7.60% |
| Physics 7-12 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.10% |
| Social Studies 7-12 | 228 | 2 | 10 | 0 | 0 | 0 | 37 | 277 | 28.44% |
| Spanish K-12 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.10% |
| Speech Communication 7-12 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0.62% |
| No License Identified | 2 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 0.72% |
| Total | 533 | 57 | 71 | 0 | 5 | 4 | 304 | 974 | 100% |

Figure 14
2021-2022 Admitted Candidates - Private EPPs by Area of Licensure



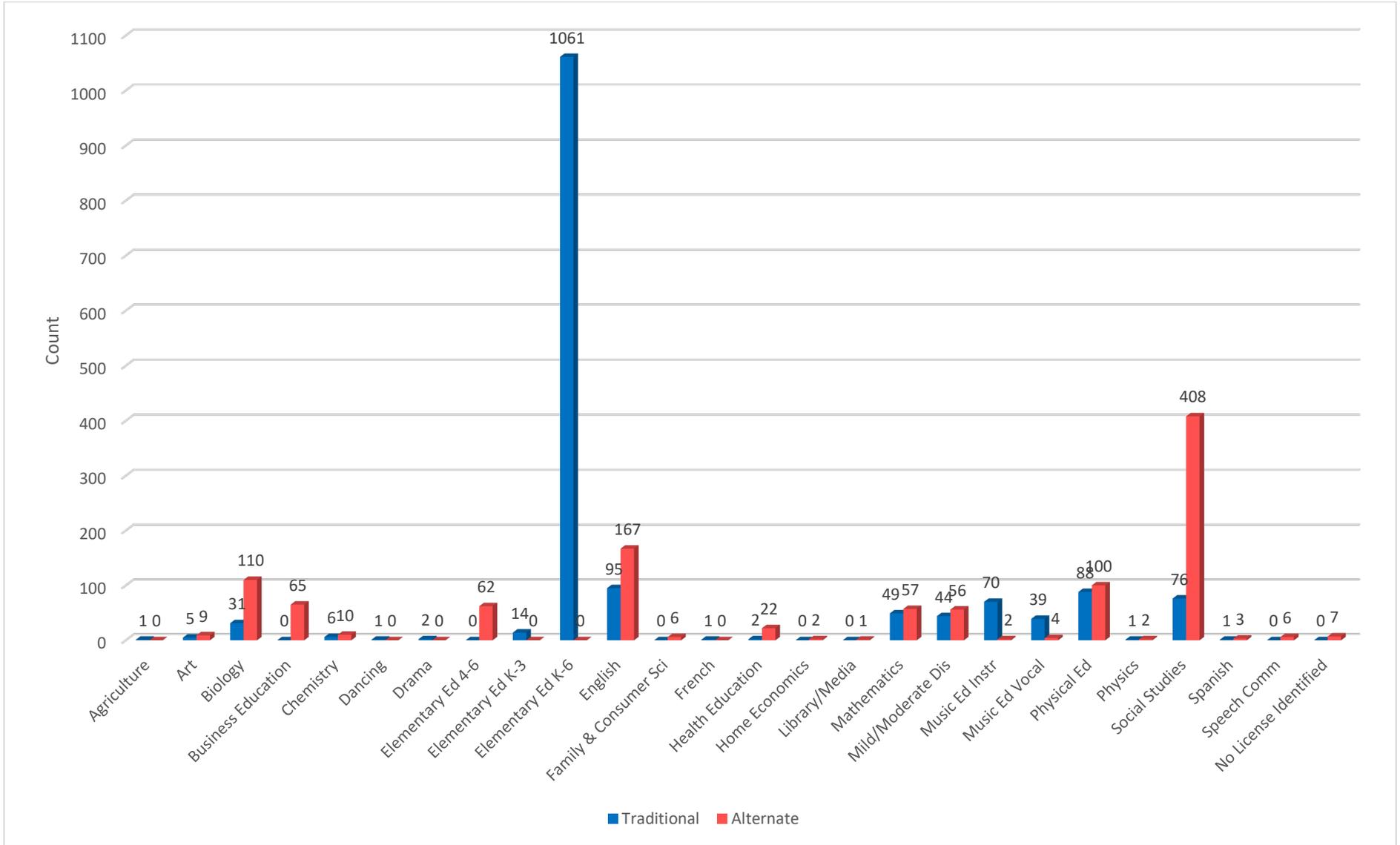
The table and figure below represent a comparison of candidates admitted into traditional and alternate route programs. Elementary Education K-6 (n=1061) was the largest program for traditional preparation; Social Studies 7-12 (n=408) was the largest program for alternate route preparation.

Table 14

2021-2022 Admitted Candidates by Area of Licensure (Traditional and Alternate Route)

| Area of Licensure | Traditional | Alternate | Total |
|--------------------------------|-------------|-------------|-------------|
| Agriculture 7-12 | 1 | 0 | 1 |
| Art K-12 | 5 | 9 | 14 |
| Biology 7-12 | 31 | 110 | 141 |
| Business Education 7-12 | 0 | 65 | 65 |
| Chemistry 7-12 | 6 | 10 | 16 |
| Dancing K-12 Performing | 1 | 0 | 1 |
| Drama K-12 Performing | 2 | 0 | 2 |
| Elementary Education 4-6 | 0 | 62 | 62 |
| Elementary Education K-3 | 14 | 0 | 14 |
| Elementary Education K-6 | 1061 | 0 | 1061 |
| English 7-12 | 95 | 167 | 262 |
| Family & Consumer Science 7-12 | 0 | 6 | 6 |
| French K-12 | 1 | 0 | 1 |
| Health Education K-12 | 2 | 22 | 24 |
| Home Economics 7-12 | 0 | 2 | 2 |
| Library/Media K-12 | 0 | 1 | 1 |
| Mathematics 7-12 | 49 | 57 | 106 |
| Mild/Moderate Disability K-12 | 44 | 56 | 100 |
| Music Ed. Instrumental K-12 | 70 | 2 | 72 |
| Music Ed. Vocal K-12 | 39 | 4 | 43 |
| Physical Education K-12 | 88 | 100 | 188 |
| Physics 7-12 | 1 | 2 | 3 |
| Social Studies 7-12 | 76 | 408 | 484 |
| Spanish K-12 | 1 | 3 | 4 |
| Speech Communication 7-12 | 0 | 6 | 6 |
| No License Identified | 0 | 7 | 7 |
| Total | 1587 | 1099 | 2686 |

Figure 15
 2021-2022 Admitted Candidates by Area of Licensure (Traditional and Alternate Route)



Section III. Completer Candidate Data

The following data are reported for 2021-2022 EPP completers.

| Completer Candidates-Traditional Route |
|---|
| Completed Teacher Education-Traditional Route |
| Average Completer GPA-Traditional Route |
| Total Clinical Hrs. Completed (observation, practicum, & student teach)-Traditional Route |
| TIAI Average (US Summative) (0.00-3.00)-Traditional Route |
| Disposition Average (CT Summative) (0.00-3.00)-Traditional Route |
| Foundation of Reading Score (090)-Traditional Route |
| Average Number of times attempted Foundations of Reading-Traditional Route |
| Average Number of times attempted Praxis Content Knowledge-Traditional Route |
| Average Number of times attempted Praxis PLT-Traditional Route |
| Completed Alternate Route |
| Completed Teacher Education-Alternate Route |
| Average Completed GPA-Alternate Route |
| Total Clinical Hrs. Completed (observation, practicum, & internship)-Alternate Route |
| TIAI Average (US Summative) (0.00-3.00)-Alternate Route |
| Disposition Average (CT Summative) (0.00-3.00)-Alternate Route |
| Foundation of Reading Score (090)-Alternate Route |
| Average Number of times attempted Foundations of Reading-Alternate Route |
| Average Number of times attempted Praxis Content Knowledge-Alternate Route |
| Average Number of times attempted Praxis PLT-Alternate Route |

Program Completer Candidate Data

The number of EPP teacher candidate completers was 2704 during the 2021-2022 academic year. Of the total completers, 65.35% (n=1767) were from the eight public EPPs and 34.65% (n=937) were from the seven private EPPs. As a result of the COVID-19 Pandemic, the Mississippi State Board of Education suspended licensure testing requirements beginning March 26, 2020, through December 31, 2021. Test results reported during the 2021-2022 academic year reflect only those candidates who took a test and submitted scores to the EPP. Therefore, results are skewed due to the number of candidates who opted out of testing during the test suspension period.

For the purposes of this report, an Alternate Route completer is a candidate who has completed the Data, Analysis, and Evaluation course, Classroom Management course, Introduction to Special Education, and the yearlong internship (15-credit hours) earning a 5-year renewable license. A Master of Arts in Teaching (MAT) Degree is obtained by completing a minimum of 30-credit hours.

Table 15
2021-2022 Completer Data by EPP – Traditional Preparation

| | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total/ Avg |
|--|--------|----|--------|--------|--------|-----|--------|--------|--------|--------|----|--------|--------|--------|--------|---------------|
| Completers | 33 | 4 | 42 | 68 | 83 | 2 | 57 | 321 | 36 | 18 | 5 | 12 | 248 | 299 | 152 | 1380 |
| Average Completer GPA | 3.43 | ■ | 3.38 | 3.40 | 3.31 | ■ | 3.62 | 3.45 | 3.46 | 3.26 | ■ | 3.26 | 3.54 | 3.52 | 3.38 | 3.46 |
| Average Clinical Hours Completed | 66.82 | ■ | 135.48 | 256.79 | 120.00 | ■ | 133.35 | 161.26 | 147.78 | 111.67 | ■ | 120.00 | 244.15 | 284.29 | 236.93 | 207.51 |
| Average Student Teaching Hours | 560.00 | ■ | 619.55 | 680.00 | 480.00 | ■ | 600.00 | 640.00 | 480.00 | 640.00 | ■ | 480.00 | 560.00 | 480.00 | 488.57 | 556.22 |
| TIAI Average (US Summative) (0-3 pt scale) | 2.31 | ■ | 2.62 | 2.50 | 2.67 | ■ | 2.76 | 2.85 | 2.85 | 2.00 | ■ | 2.95 | 2.46 | 2.73 | 2.54 | 2.63 |
| Impact on Student Learning Average (US Summative) (0-3 pt scale) | 2.16 | ■ | 2.28 | 2.67 | 2.14 | ■ | 2.68 | 2.70 | 2.64 | 2.00 | ■ | 2.92 | 2.31 | 2.48 | 2.08 | 2.44 |
| Disposition Average (CT Summative) (0-3 pt scale) | 2.54 | ■ | 2.88 | 2.80 | 2.84 | ■ | 2.86 | 2.96 | 2.96 | 2.00 | ■ | 3.00 | 2.74 | 2.88 | 2.74 | 2.79 |
| Foundation of Reading (090) Score Average | 200.50 | ■ | NA | NA | NA | ■ | 248.43 | 223.45 | 242.00 | NA | ■ | NA | 242.50 | 224.96 | NA | 225.16 |
| Average # of times attempted Foundations of Reading (090) | 1.00 | ■ | NA | NA | NA | ■ | 1.00 | 1.00 | 1.00 | NA | ■ | NA | 1.50 | 1.25 | NA | 1.05 |
| Foundation of Reading (190) Score Average | 227.18 | ■ | NA | 255.13 | NA | ■ | NA | 238.41 | NA | NA | ■ | NA | 248.71 | 229.64 | 222.33 | 239.06 |

| | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total/ Avg |
|---|---------|----|--------|---------|---------|-----|---------|---------|---------|------|----|---------|---------|---------|---------|---------------|
| Average # of times attempted Foundations of Reading (190) | 1.00 | ■ | NA | 1.00 | NA | ■ | NA | 1.00 | NA | NA | ■ | NA | 1.09 | 1.20 | 1.00 | 1.07 |
| Percentage COVID-19 waiver FoRT* | 53.33 % | ■ | 100% | 85.71 % | 100% | ■ | 82.86 % | 57.58 % | 93.75 % | 100% | ■ | 100% | 82.42 % | 87.25 % | 100% | 82.36 % |
| Average # of times attempted Praxis Content Knowledge | 1.05 | ■ | 2.00 | 1.05 | 1.75 | ■ | 1.14 | 1.05 | 1.00 | NA | ■ | 1.00 | 1.08 | 1.09 | 1.00 | 1.07 |
| Percentage COVID-19 waiver Praxis Content Knowledge* | 78.79 % | ■ | 97.62% | 75.00 % | 100% | ■ | 94.74 % | 42.99 % | 94.44 % | 100% | ■ | 100% | 70.97 % | 84.95 % | 94.74 % | 75.14 % |
| Average # of times attempted Praxis PLT | 1.00 | ■ | 1.00 | 1.04 | 1.00 | ■ | 1.00 | 1.06 | 1.00 | NA | ■ | 1.00 | 1.04 | 1.04 | 1.00 | 1.04 |
| Percentage COVID-19 waiver Praxis PLT* | 81.82 % | ■ | 85.71% | 77.94 % | 97.59 % | ■ | 92.98 % | 44.24 % | 97.22 % | 100% | ■ | 91.67 % | 76.21 % | 87.29 % | 92.76 % | 76.16 % |

NA = Not Applicable

*Percentage COVID-19 waivers include candidates who did not pass the test and candidates who chose not to take the test

Table 16
 2021-2022 Alternate Route Preparation Completer Data by EPP

| | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total/ Avg |
|--|--|--------|------|--------|--------|-----|------|------|-----|------|----|----|------|--------|--------|---------------|
| Completed | 48 | 381 | NA | 30 | 243 | NA | 23 | 193 | 5 | 63 | NA | 0 | 48 | 31 | 259 | 1324 |
| Average Completed GPA | NR | NR | NA | NR | NR | NA | NR | NR | NR | NR | NA | NA | NR | NR | NR | NR |
| Average Clinical Hrs. Completed (internship) | <i>Alternate route candidates complete their internship employed as the teacher of record in a school.</i> | | | | | | | | | | | | | | | |
| TIAI Average (US Summative) (0.00-3.00) | 2.52 | NR | NA | 2.72 | 2.71 | NA | 2.61 | 2.78 | ■ | 2.00 | NA | NA | 2.39 | 2.35 | 2.52 | 2.58 |
| Impact on Student Learning Average (US Summ) (0-3 pt scale) | 2.45 | NR | NA | 2.36 | NR | NA | 2.37 | 2.66 | ■ | 2.00 | NA | NA | 2.56 | 2.33 | NR | 2.47 |
| Disposition Average (US Summative) (0.00-3.00) | 2.60 | 2.71 | NA | 2.94 | 2.86 | NA | 2.87 | 2.91 | ■ | 2.00 | NA | NA | 2.61 | 2.78 | 2.80 | 2.75 |
| Foundation of Reading Score (090) Average | 250.00 | 237.00 | NA | 250.00 | NA | NA | NA | NA | ■ | NA | NA | NA | NA | NA | 245.00 | 242.2 2 |
| Average Number of times attempted Foundations of Reading (090) | 1.00 | 1.20 | NA | 1.00 | NA | NA | NA | NA | ■ | NA | NA | NA | NA | NA | 3.00 | 1.33 |
| Foundation of Reading Score (190) Average | NA | 247.00 | NA | 261.00 | 235.00 | NA | NA | NA | ■ | NA | NA | NA | NA | 248.50 | 255.50 | 251.5 4 |
| Average Number of times attempted Foundations of Reading (190) | NA | 1.00 | NA | 1.00 | 1.00 | NA | NA | NA | ■ | NA | NA | NA | NA | 1.00 | 1.17 | 1.08 |

| | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total/ Avg |
|--|---|------------|------|------------|------------|-----|------------|------------|-----|------|----|----|------------|------------|------------|---------------|
| Percentage COVID-19 waiver FoRT* | 0% | 82.14 % | NA | 0% | 0% | NA | NA | NA | ■ | NA | NA | NA | NA | 50.00 % | 65.00 % | 66.13 % |
| Average Number of times attempted Praxis Content Knowledge | <i>As a requirement for entrance, alternate route candidates must pass the Praxis Content Knowledge test.</i> | | | | | | | | | | | | | | | |
| Percentage COVID-19 waiver Praxis Content Knowledge* | 88.89 % | 91.35 % | NA | 64.71 % | 93.55 % | NA | 66.67 % | 72.54 % | ■ | 100% | NA | NA | 41.67 % | 40.91 % | 46.11 % | 78.16 % |

NA = not applicable

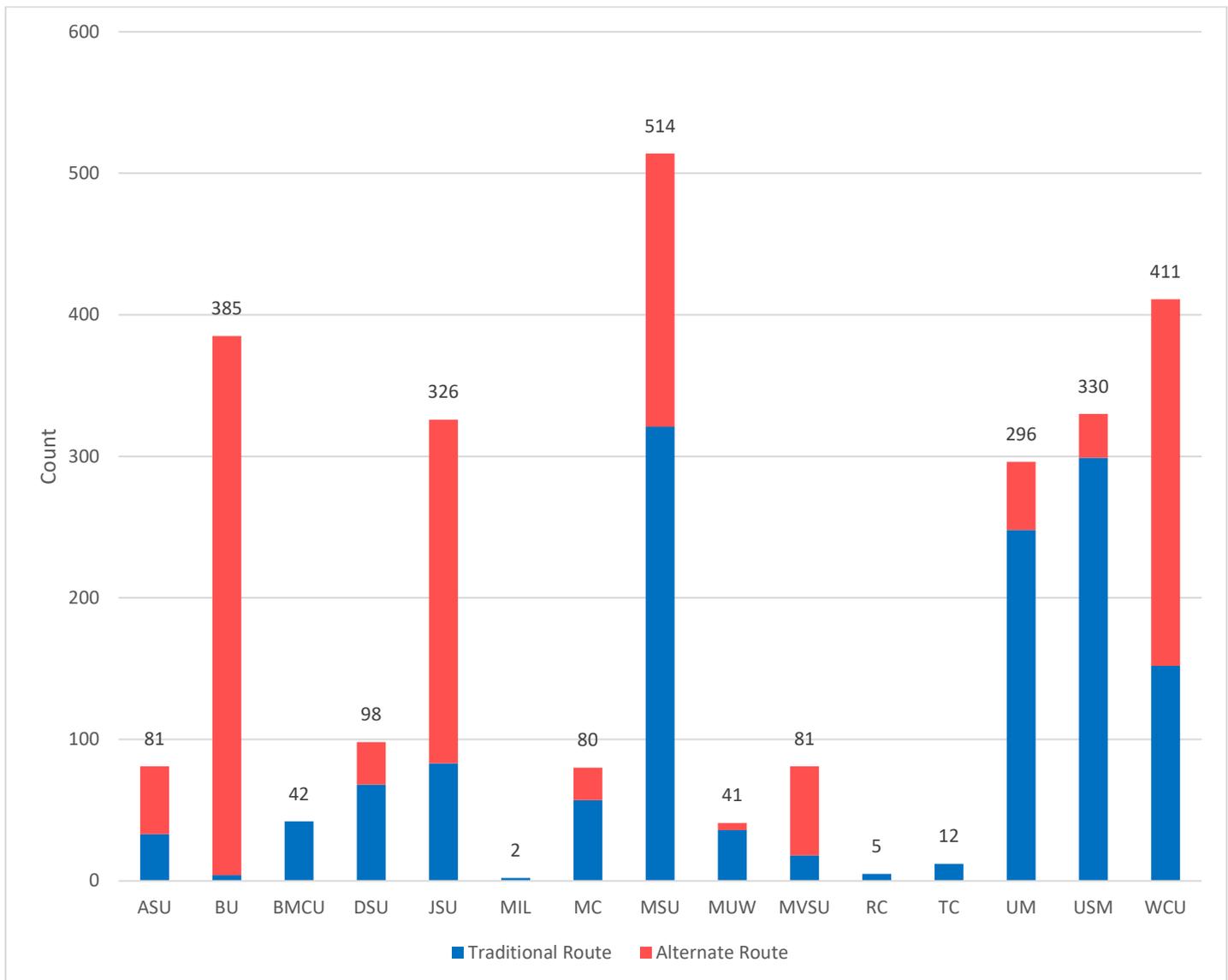
NR = not reported

*Percentage COVID-19 waivers include candidates who did not pass the test and candidates who chose not to take the test

Completer Candidates by EPP

During the 2021-2022 academic year, the total number of teacher candidates who completed an EPP program statewide was 2704. There were 1380 candidates who completed a traditional preparation program and 1324 who completed an alternate route preparation program.

Figure 16
2021-2022 Completer Candidates by EPP



The eight public EPPs had 1767 candidates complete a teacher education program which represented 65.35% of the total number of completers. The seven private EPPs had 937 candidates complete a program which represented 34.65% percent of the total number of completers.

The following tables represent EPPs by public or private with data comparing traditional preparation versus alternate route preparation and the EPPs' completer percentages compared to the percent for all EPP completers.

Table 17
2021-2022 Completer Candidates-Public EPPs

| Public EPP | Traditional | Alternate | Total | % of all EPPs |
|--------------|-------------|------------|-------------|---------------|
| ASU | 33 | 48 | 81 | 3.00% |
| DSU | 68 | 30 | 98 | 3.62% |
| JSU | 83 | 243 | 326 | 12.06% |
| MSU | 321 | 193 | 514 | 19.01% |
| MUW | 36 | 5 | 41 | 1.52% |
| MVSU | 18 | 63 | 81 | 3.00% |
| UM | 248 | 48 | 296 | 10.95% |
| USM | 299 | 31 | 330 | 12.20% |
| Total | 1106 | 661 | 1767 | 65.35% |

65%
**Public
EPPs**

Table 18
2021-2022 Completer Candidates-Private EPPs

| Private EPP | Traditional | Alternate | Total | % of all EPPs |
|--------------|-------------|------------|------------|---------------|
| BU | 4 | 381 | 385 | 14.24% |
| BMCU | 42 | NA | 42 | 1.55% |
| MIL | 2 | NA | 2 | 0.07% |
| MC | 57 | 23 | 80 | 2.96% |
| RC | 5 | NA | 5 | NA |
| TC | 12 | 0 | 12 | NA |
| WCU | 152 | 259 | 411 | 15.20% |
| Total | 274 | 663 | 937 | 34.65% |

35%
**Private
EPPs**

During the 2021-2022 academic year, the total number of teacher candidates who completed an EPP program statewide was 2704. There were 1380 candidates who completed a traditional preparation program and 1324 candidates who completed an alternate route preparation program.

Table 19
2021-2022 Completer Traditional v. Alternate Route

| EPP | Traditional | Alternate | Total |
|--------------|-------------|-------------|-------------|
| ASU | 33 | 48 | 81 |
| BU | 4 | 381 | 385 |
| BMCU | 42 | NA | 42 |
| DSU | 68 | 30 | 98 |
| JSU | 83 | 243 | 326 |
| MIL | 2 | NA | 2 |
| MC | 57 | 23 | 80 |
| MSU | 321 | 193 | 514 |
| MUW | 36 | 5 | 41 |
| MVSU | 18 | 63 | 81 |
| RC | 5 | NA | 5 |
| TC | 12 | 0 | 12 |
| UM | 248 | 48 | 296 |
| USM | 299 | 31 | 330 |
| WCU | 152 | 259 | 411 |
| Total | 1380 | 1324 | 2704 |

Figure 17
2021-2022 Completer Traditional v. Alternate Route

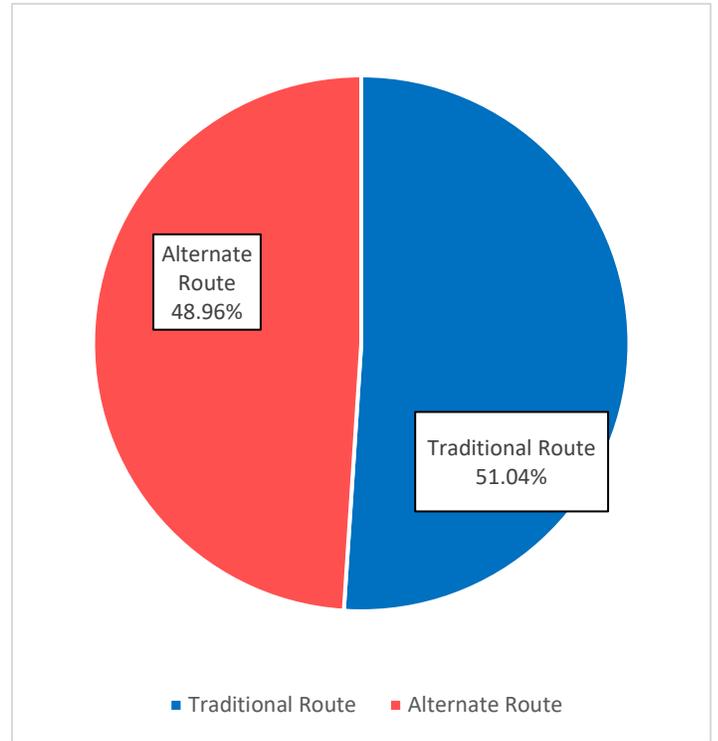
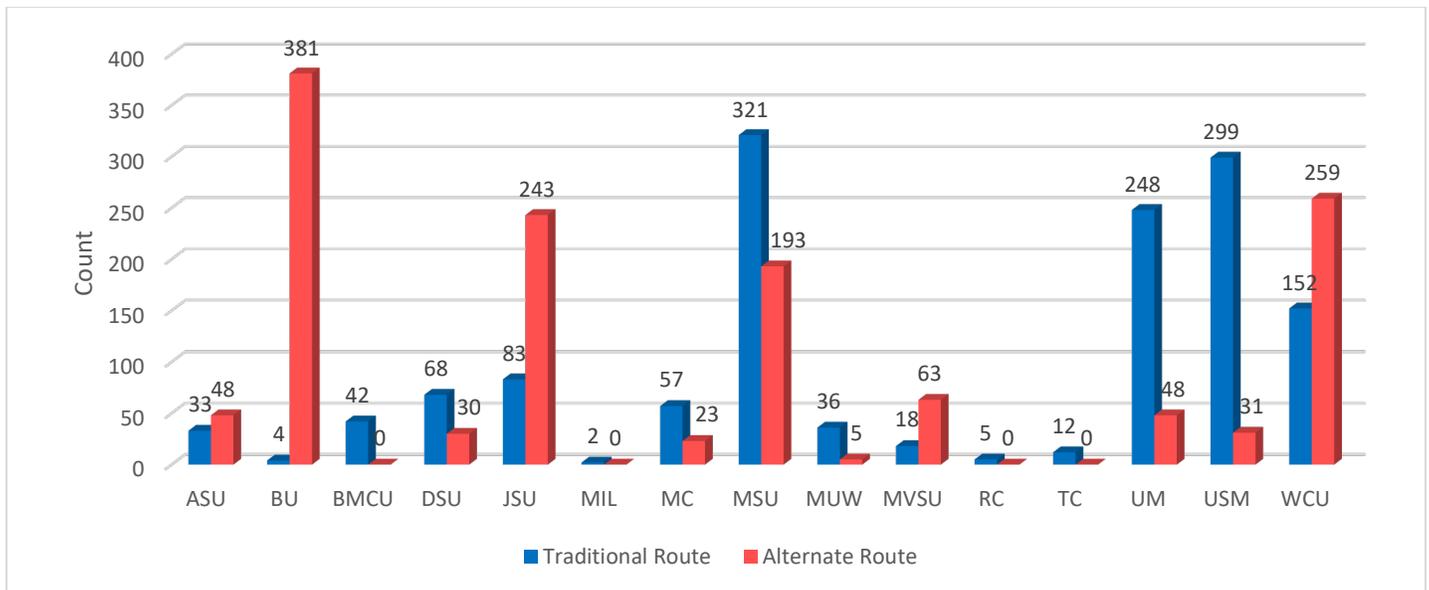


Figure 18
2021-2022 Completer Traditional v. Alternate Route



Completer Candidate Data by Gender

In 2021-2022, the 15 EPPs had a total of 2704 completer candidates. Males represented 19.38% (n=524) of the total completers, while females represented 80.62% (n=2180) of the total completers.

Table 20
2021-2022 Completers by Gender

| EPP | Female | Male | Total |
|--------------|-------------|------------|-------------|
| ASU | 58 | 23 | 81 |
| BU | 316 | 69 | 385 |
| BMCU | 36 | 6 | 42 |
| DSU | 71 | 27 | 98 |
| JSU | 265 | 61 | 326 |
| MIL | 2 | 0 | 2 |
| MC | 66 | 14 | 80 |
| MSU | 399 | 115 | 514 |
| MUW | 38 | 3 | 41 |
| MVSU | 64 | 17 | 81 |
| RC | 4 | 1 | 5 |
| TC | 11 | 1 | 12 |
| UM | 256 | 40 | 296 |
| USM | 271 | 59 | 330 |
| WCU | 323 | 88 | 411 |
| Total | 2180 | 524 | 2704 |

Figure 19
2021-2022 Completers by Gender

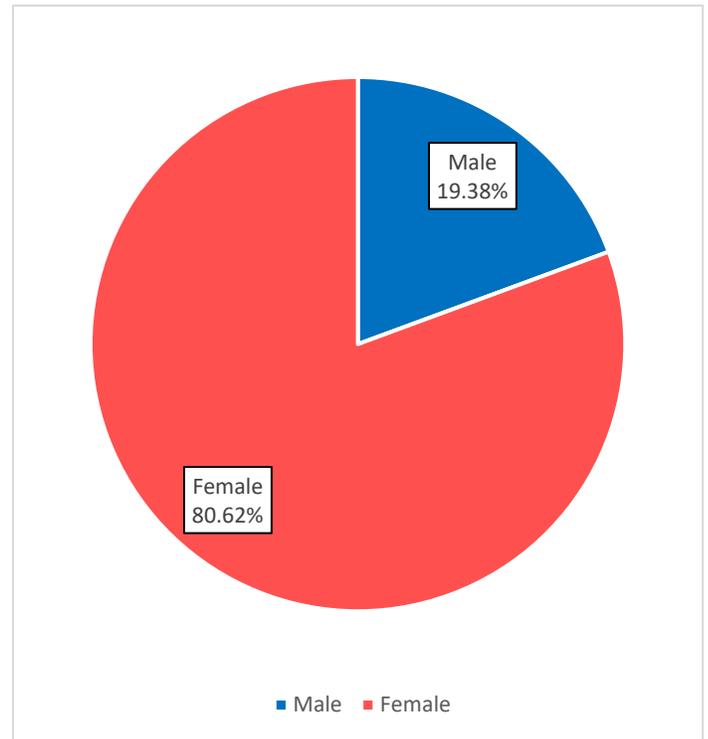
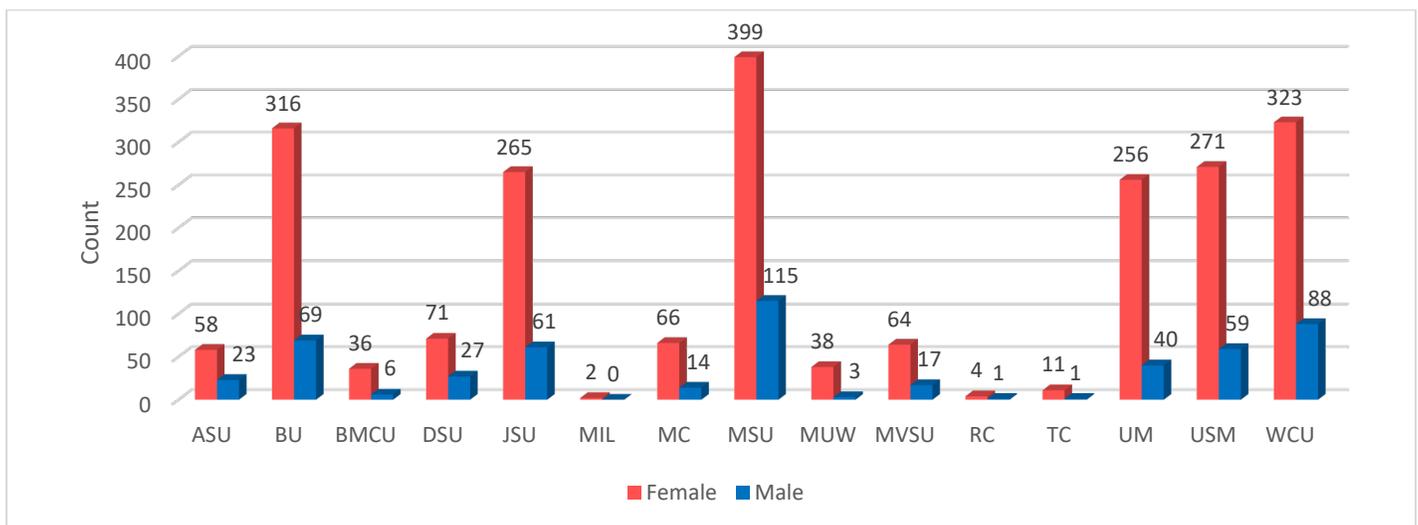


Figure 20
2021-2022 Completers by Gender



The following tables and figures represent female completer candidates.

Table 21
2021-2022 Female Completer Candidates

| EPP | Traditional | Alternate | Total |
|--------------|---------------|---------------|-------------|
| ASU | 21 | 37 | 58 |
| BU | 4 | 312 | 316 |
| BMCU | 36 | NA | 36 |
| DSU | 51 | 20 | 71 |
| JSU | 58 | 207 | 265 |
| MIL | 2 | NA | 2 |
| MC | 48 | 18 | 66 |
| MSU | 262 | 137 | 399 |
| MUW | 34 | 4 | 38 |
| MVSU | 12 | 52 | 64 |
| RC | 4 | NA | 4 |
| TC | 11 | 0 | 11 |
| UM | 222 | 34 | 256 |
| USM | 251 | 20 | 271 |
| WCU | 142 | 181 | 323 |
| Total | 1158 | 1022 | 2180 |
| % | 53.12% | 46.88% | 100% |

Figure 21
2021-2022 Female Completer Candidates

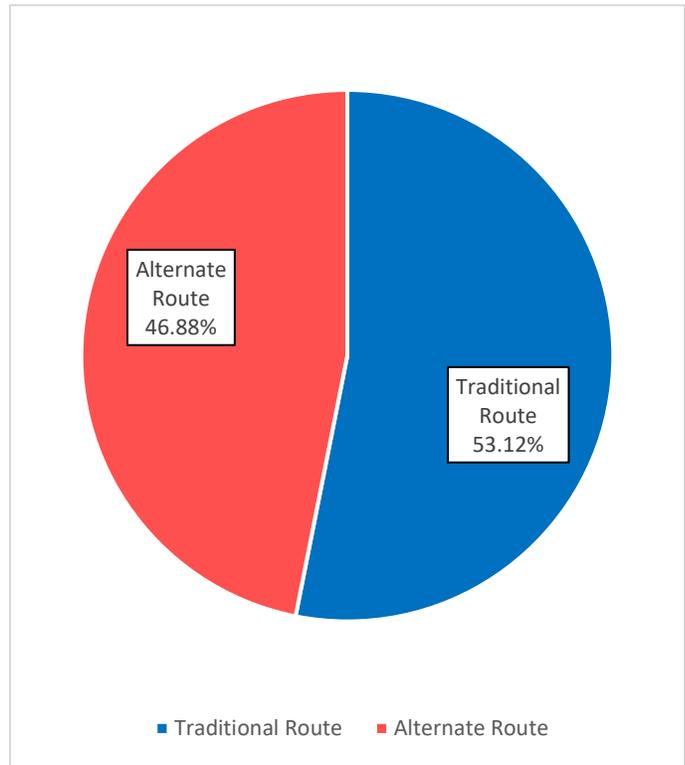
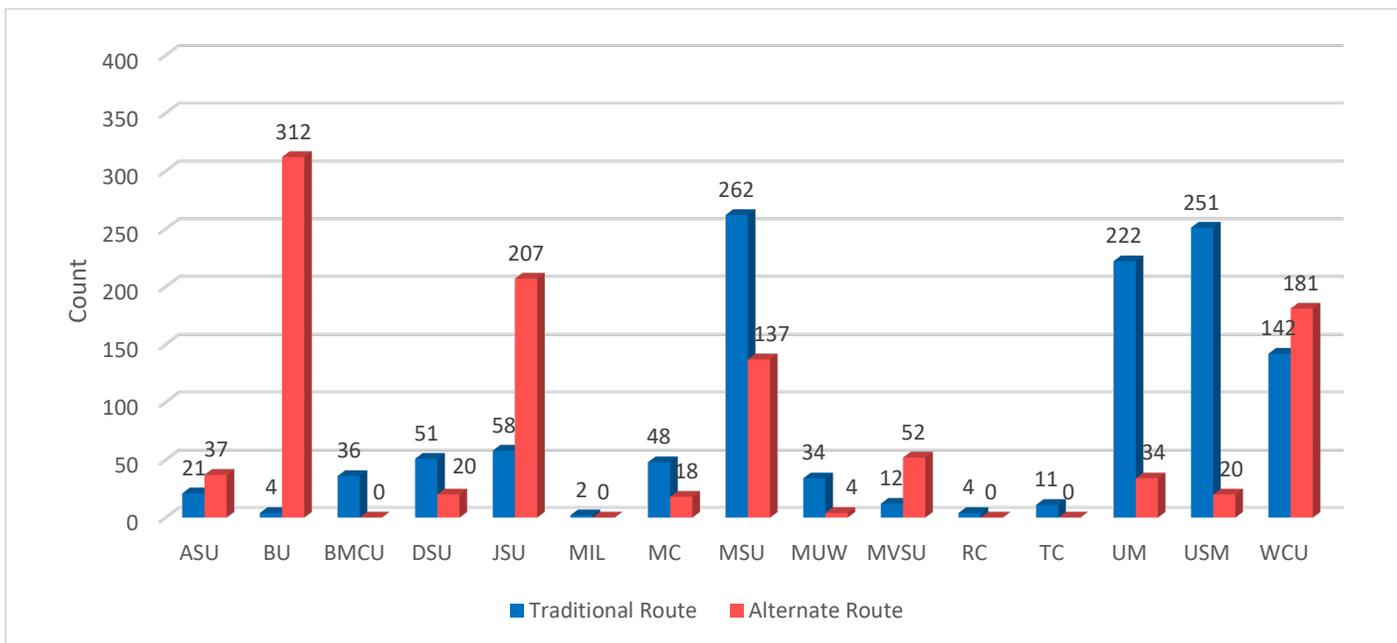


Figure 22
2021-2022 Female Completer Candidates



The following tables and figures represent male completer candidates.

Table 22
2021-2022 Male Completer Candidates

| EPP | Traditional | Alternate | Total |
|--------------|---------------|---------------|-------------|
| ASU | 12 | 11 | 23 |
| BU | 0 | 69 | 69 |
| BMCU | 6 | NA | 6 |
| DSU | 17 | 10 | 27 |
| JSU | 25 | 36 | 61 |
| MIL | 0 | NA | 0 |
| MC | 9 | 5 | 14 |
| MSU | 59 | 56 | 115 |
| MUW | 2 | 1 | 3 |
| MVSU | 6 | 11 | 17 |
| RC | 1 | NA | 1 |
| TC | 1 | 0 | 1 |
| UM | 26 | 14 | 40 |
| USM | 48 | 11 | 59 |
| WCU | 10 | 78 | 88 |
| Total | 222 | 302 | 524 |
| % | 42.37% | 57.63% | 100% |

Figure 23
2021-2022 Male Completer Candidates

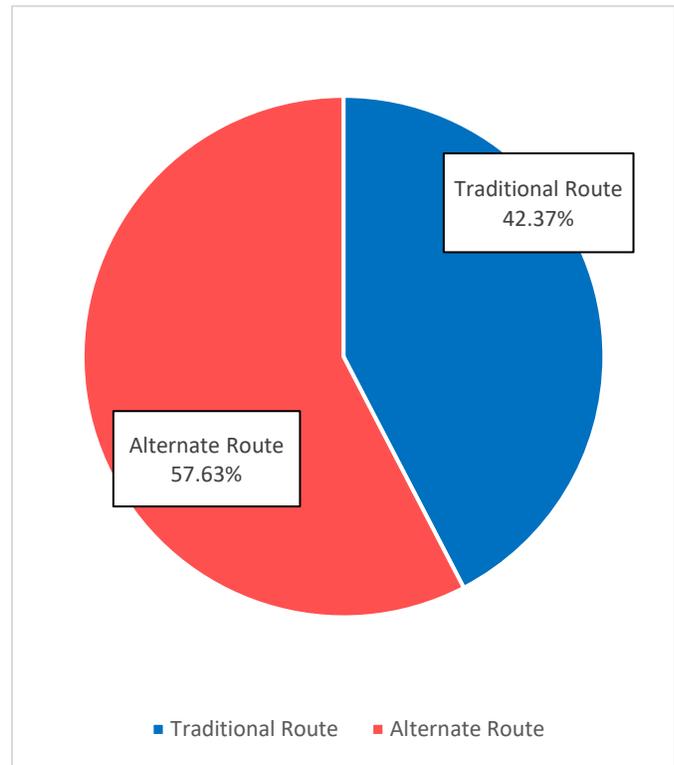
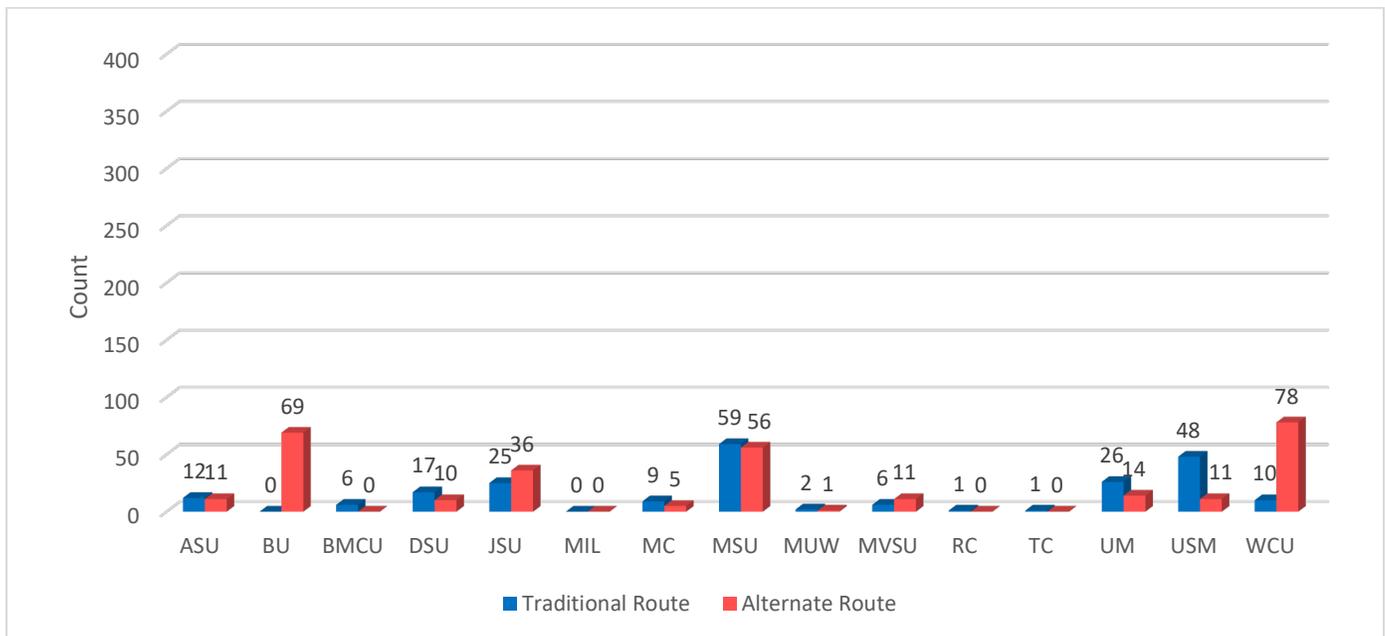


Figure 24
2021-2022 Male Completer Candidates



Completer Candidate Data by Ethnicity

In 2021-2022, the 15 EPPs had a total of 2704 program completers. The EPPs were asked to provide completer data for the following ethnic categories.

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table represents data for the above listed ethnicity groups with percentages compared to the total number of program completers. The table below displays both traditional and alternate route programs by EPP.

Table 23
2021-2022 Completer Candidates by Ethnicity

| EPP | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|--------------|------------------------------------|-------------------------------|-------------------------------|-----------|-----------|-------------|-----------------|-------------|
| ASU | 0 | 0 | 76 | 0 | 0 | 5 | 0 | 81 |
| BU | 0 | 0 | 346 | 0 | 1 | 37 | 1 | 385 |
| BMCU | 0 | 0 | 6 | 2 | 0 | 34 | 0 | 42 |
| DSU | 0 | 2 | 33 | 2 | 0 | 61 | 0 | 98 |
| JSU | 0 | 1 | 323 | 1 | 0 | 1 | 0 | 326 |
| MIL | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| MC | 0 | 1 | 13 | 0 | 0 | 66 | 0 | 80 |
| MSU | 5 | 0 | 117 | 9 | 5 | 378 | 0 | 514 |
| MUW | 0 | 0 | 9 | 3 | 0 | 29 | 0 | 41 |
| MVSU | 0 | 1 | 79 | 0 | 0 | 1 | 0 | 81 |
| RC | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| TC | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| UM | 2 | 4 | 37 | 13 | 2 | 238 | 0 | 296 |
| USM | 1 | 1 | 48 | 6 | 13 | 261 | 0 | 330 |
| WCU | 1 | 3 | 162 | 10 | 2 | 233 | 0 | 411 |
| Total | 9 | 13 | 1267 | 46 | 23 | 1345 | 1 | 2704 |

The following table and figure represent all EPP program completers by ethnic group.

Table 24
2021-2022 Completer by Ethnicity

| Ethnicity | Am Indian/ Alaskan Native | Asian /Pacific Islander | Black/African American | Hispanic | Multiple | White | Not Reported | Total |
|------------|---------------------------------|-------------------------------|---------------------------|----------|----------|--------|-----------------|-------|
| Count | 9 | 13 | 1267 | 46 | 23 | 1345 | 1 | 2704 |
| Percentage | 0.33% | 0.48% | 46.86% | 1.71% | 0.85% | 49.74% | 0.04% | 100% |

Figure 25
2021-2022 Completer by Ethnicity

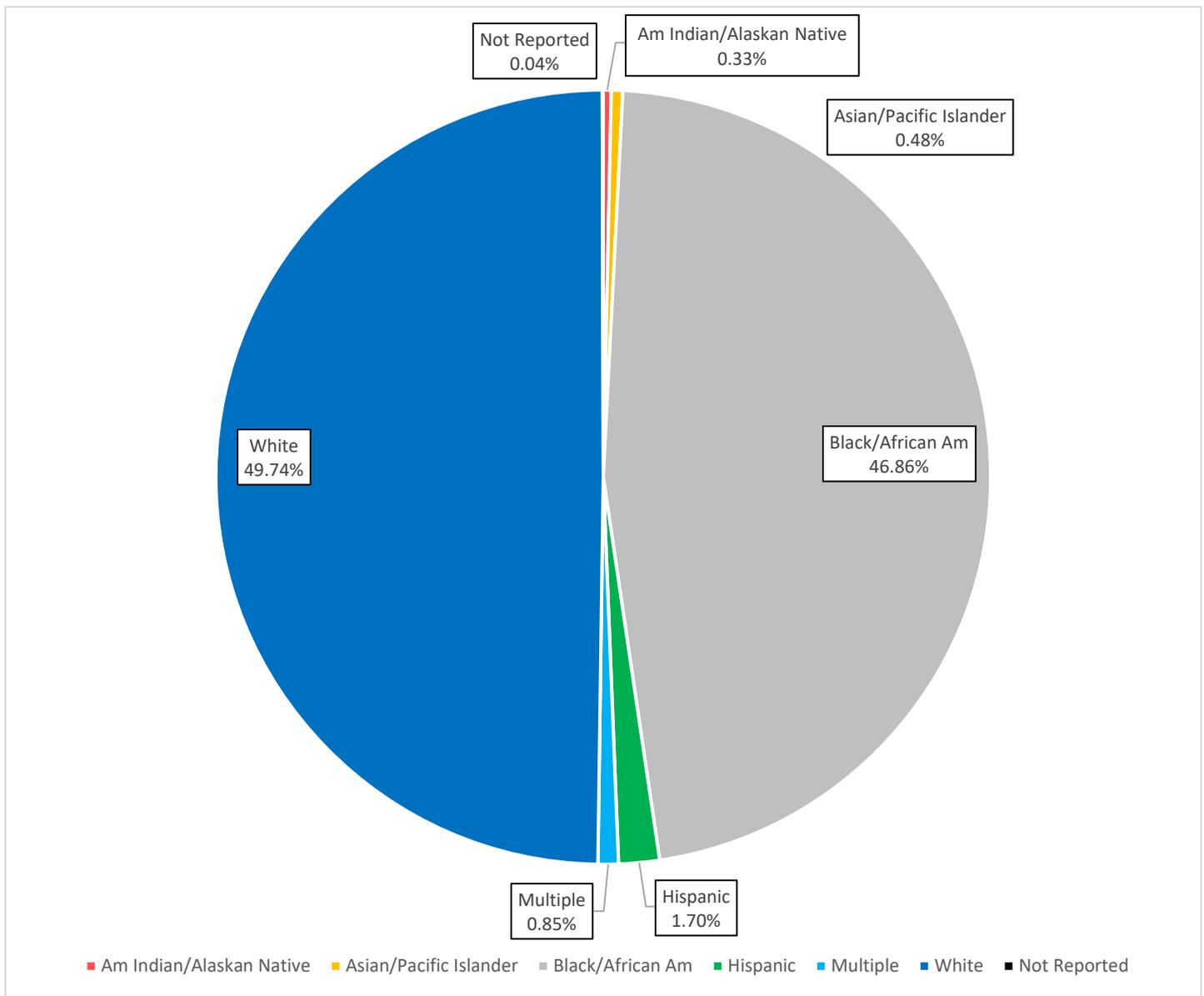


Table 25
2021-2022 Completers by Ethnicity-Traditional Preparation

| EPP | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|--------------|------------------------------------|-------------------------------|-------------------------------|-----------|-----------|-------------|-----------------|-------------|
| ASU | 0 | 0 | 30 | 0 | 0 | 3 | 0 | 33 |
| BU | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| BMCU | 0 | 0 | 6 | 2 | 0 | 34 | 0 | 42 |
| DSU | 0 | 1 | 10 | 2 | 0 | 55 | 0 | 68 |
| JSU | 0 | 0 | 82 | 1 | 0 | 0 | 0 | 83 |
| MIL | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| MC | 0 | 1 | 5 | 0 | 0 | 51 | 0 | 57 |
| MSU | 1 | 0 | 36 | 8 | 4 | 272 | 0 | 321 |
| MUW | 0 | 0 | 8 | 1 | 0 | 27 | 0 | 36 |
| MVSU | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 18 |
| RC | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| TC | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| UM | 1 | 3 | 18 | 10 | 2 | 214 | 0 | 248 |
| USM | 1 | 1 | 43 | 6 | 12 | 236 | 0 | 299 |
| WCU | 1 | 1 | 25 | 3 | 1 | 121 | 0 | 152 |
| Total | 4 | 7 | 299 | 33 | 19 | 1018 | 0 | 1380 |

Table 26
2021-2022 Completer Candidate by Ethnicity-Alternate Route Preparation

| EPP | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|--------------|------------------------------------|-------------------------------|-------------------------------|-----------|----------|------------|-----------------|-------------|
| ASU | 0 | 0 | 46 | 0 | 0 | 2 | 0 | 48 |
| BU | 0 | 0 | 346 | 0 | 1 | 33 | 1 | 381 |
| BMCU | NA | NA | NA | NA | NA | NA | NA | NA |
| DSU | 0 | 1 | 23 | 0 | 0 | 6 | 0 | 30 |
| JSU | 0 | 1 | 241 | 0 | 0 | 1 | 0 | 243 |
| MIL | NA | NA | NA | NA | NA | NA | NA | NA |
| MC | 0 | 0 | 8 | 0 | 0 | 15 | 0 | 23 |
| MSU | 4 | 0 | 81 | 1 | 1 | 106 | 0 | 193 |
| MUW | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 5 |
| MVSU | 0 | 1 | 61 | 0 | 0 | 1 | 0 | 63 |
| RC | NA | NA | NA | NA | NA | NA | NA | NA |
| TC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UM | 1 | 1 | 19 | 3 | 0 | 24 | 0 | 48 |
| USM | 0 | 0 | 5 | 0 | 1 | 25 | 0 | 31 |
| WCU | 0 | 2 | 137 | 7 | 1 | 112 | 0 | 259 |
| Total | 5 | 6 | 968 | 13 | 4 | 327 | 1 | 1324 |

Completer Candidate Data by Area of Licensure

The following tables represent the areas of licensure for completers from the public EPPs. Traditional and alternate route preparation programs are represented. The program with the largest number of candidate completers was Elementary Education K-6 (n=691) followed by Social Studies 7-12 (n=290).

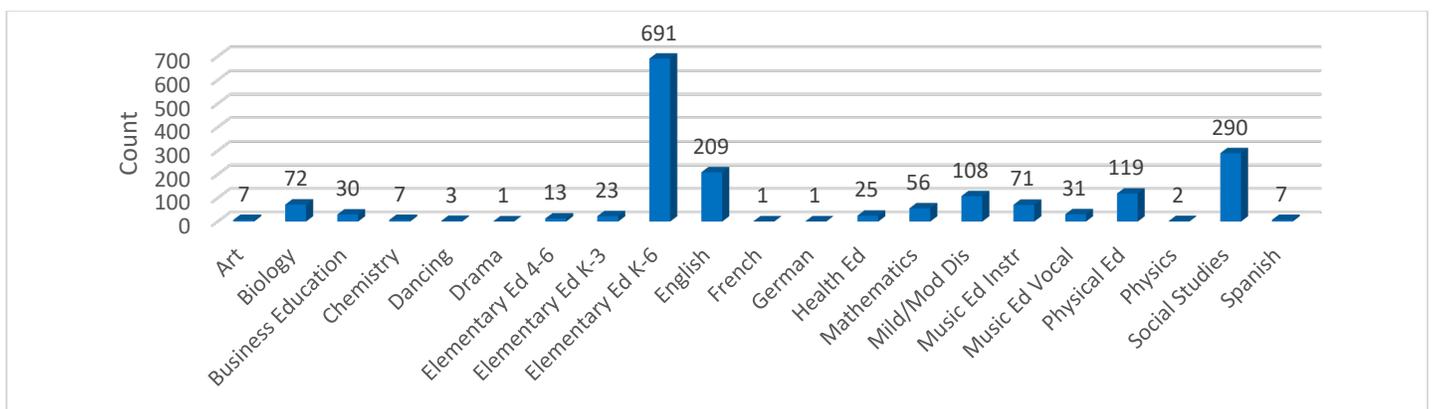
Table 27

2021-2022 Completer Candidates-Public EPPs by Area of Licensure

| Area of Licensure | ASU | DSU | JSU | MSU | MUW | MVSU | UM | USM | Total | % |
|--------------------------|-----------|-----------|------------|------------|-----------|-----------|------------|------------|-------------|-------------|
| Art K-12 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 3 | 7 | 0.40% |
| Biology 7-12 | 8 | 5 | 12 | 27 | 0 | 2 | 9 | 9 | 72 | 4.07% |
| Business Education 7-12 | 1 | 1 | 27 | 1 | 0 | 0 | 0 | 0 | 30 | 1.70% |
| Chemistry 7-12 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 1 | 7 | 0.40% |
| Dancing K-12 Performing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0.17% |
| Drama K-12 Performing | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0.06% |
| Elementary Education 4-6 | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 13 | 0.74% |
| Elementary Education K-3 | 0 | 0 | 4 | 19 | 0 | 0 | 0 | 0 | 23 | 1.30% |
| Elementary Education K-6 | 15 | 42 | 44 | 179 | 32 | 10 | 165 | 204 | 691 | 39.11% |
| English 7-12 | 8 | 3 | 87 | 48 | 1 | 5 | 35 | 22 | 209 | 11.83% |
| French K-12 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.06% |
| German K-12 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0.06% |
| Health Education K-12 | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 2 | 25 | 1.41% |
| Mathematics 7-12 | 4 | 4 | 8 | 20 | 0 | 0 | 16 | 4 | 56 | 3.17% |
| Mild/Mod Disability K-12 | 0 | 0 | 4 | 80 | 0 | 0 | 13 | 11 | 108 | 6.11% |
| Music Ed Instr K-12 | 6 | 4 | 19 | 10 | 1 | 1 | 12 | 18 | 71 | 4.02% |
| Music Ed Vocal K-12 | 4 | 4 | 1 | 8 | 0 | 0 | 5 | 9 | 31 | 1.75% |
| Physical Education K-12 | 14 | 20 | 18 | 31 | 0 | 20 | 0 | 16 | 119 | 6.73% |
| Physics 7-12 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0.11% |
| Social Studies 7-12 | 19 | 10 | 68 | 86 | 4 | 43 | 36 | 24 | 290 | 16.41% |
| Spanish K-12 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 4 | 7 | 0.40% |
| Total | 81 | 98 | 326 | 514 | 41 | 81 | 296 | 330 | 1767 | 100% |

Figure 26

2021-2022 Completer Candidates-Public EPPs by Area of Licensure

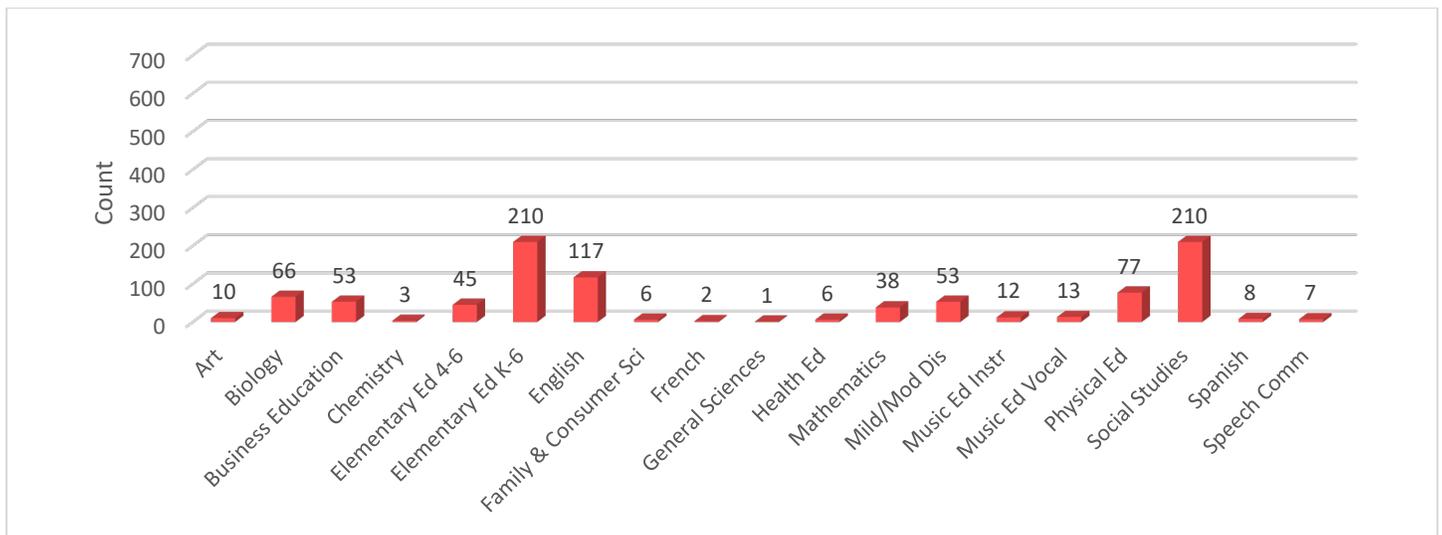


The following tables represent the areas of licensure for completers from the private EPPs. Traditional and alternate route preparation programs are represented. The program with the largest number of candidate completers was Elementary Education K-6 (n=210) and Social Studies 7-12 (n=210).

Table 28
2021-2022 Completer Candidates-Private EPPs by Area of Licensure

| Area of Licensure | BU | BMCU | MC | MIL | RC | TC | WCU | Total | % |
|----------------------------|------------|-----------|-----------|----------|----------|-----------|------------|------------|-------------|
| Art K-12 | 1 | 0 | 7 | 0 | 0 | 0 | 2 | 10 | 1.07% |
| Biology 7-12 | 42 | 1 | 3 | 0 | 0 | 0 | 20 | 66 | 7.04% |
| Business Education 7-12 | 35 | 0 | 1 | 0 | 0 | 0 | 17 | 53 | 5.66% |
| Chemistry 7-12 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0.32% |
| Elementary Education 4-6 | 16 | 0 | 3 | 0 | 0 | 0 | 26 | 45 | 4.80% |
| Elementary Education K-6 | 3 | 31 | 35 | 1 | 3 | 12 | 125 | 210 | 22.41% |
| English 7-12 | 63 | 3 | 6 | 0 | 0 | 0 | 45 | 117 | 12.49% |
| Family & Consumer Sc 7-12 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 0.64% |
| French K-12 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0.21% |
| General Sciences 7-12 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.11% |
| Health Education K-12 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 0.64% |
| Mathematics 7-12 | 15 | 0 | 0 | 0 | 2 | 0 | 21 | 38 | 4.06% |
| Mild/Mod Disability K-12 | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 53 | 5.66% |
| Music Ed Instrumental K-12 | 1 | 0 | 1 | 0 | 0 | 0 | 10 | 12 | 1.28% |
| Music Ed Vocal K-12 | 3 | 0 | 3 | 0 | 0 | 0 | 7 | 13 | 1.39% |
| Physical Education K-12 | 40 | 2 | 10 | 0 | 0 | 0 | 25 | 77 | 8.22% |
| Social Studies 7-12 | 151 | 5 | 11 | 1 | 0 | 0 | 42 | 210 | 22.41% |
| Spanish K-12 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 0.85% |
| Speech Communication 7-12 | 5 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 0.75% |
| Total | 385 | 42 | 80 | 2 | 5 | 12 | 411 | 937 | 100% |

Figure 27
2021-2022 Completer Candidates-Private EPPs by Area of Licensure



The table below represents the number of all EPP completers by public and private for both the traditional preparation and alternate route preparation programs by area of licensure and compares each to the total percent prepared for all licensure areas.

Table 29
2021-2022 Completers by Area of Licensure-Public v. Private

| Area of Licensure | Public | Private | Total | Percent |
|--------------------------------|-------------|------------|-------------|-------------|
| Art K-12 | 7 | 10 | 17 | 0.63% |
| Biology 7-12 | 72 | 66 | 138 | 5.10% |
| Business Education 7-12 | 30 | 53 | 83 | 3.07% |
| Chemistry 7-12 | 7 | 3 | 10 | 0.37% |
| Dancing K-12 Performing | 3 | 0 | 3 | 0.11% |
| Drama K-12 Performing | 1 | 0 | 1 | 0.04% |
| Elementary Education 4-6 | 13 | 45 | 58 | 2.14% |
| Elementary Education K-3 | 23 | 0 | 23 | 0.85% |
| Elementary Education K-6 | 691 | 210 | 901 | 33.32% |
| English 7-12 | 209 | 117 | 326 | 12.06% |
| Family & Consumer Science 7-12 | 0 | 6 | 6 | 0.55% |
| French K-12 | 1 | 2 | 3 | 0.11% |
| General Science 7-12 | 0 | 1 | 1 | 0.04% |
| German K-12 | 1 | 0 | 1 | 0.04% |
| Health Education K-12 | 25 | 6 | 31 | 1.15% |
| Mathematics 7-12 | 56 | 38 | 94 | 3.48% |
| Mild/Moderate Disability K-12 | 108 | 53 | 161 | 5.95% |
| Music Ed. Instrumental K-12 | 71 | 12 | 83 | 3.07% |
| Music Ed. Vocal K-12 | 31 | 13 | 44 | 1.63% |
| Physical Education K-12 | 119 | 77 | 196 | 7.25% |
| Physics 7-12 | 2 | 0 | 2 | 0.07% |
| Social Studies 7-12 | 290 | 210 | 500 | 18.49% |
| Spanish K-12 | 7 | 8 | 15 | 0.55% |
| Speech Communication 7-12 | 0 | 7 | 7 | 0.26% |
| Total | 1767 | 937 | 2704 | 100% |

Figure 28
 2021-2022 Completers by Area of Licensure-Public v. Private

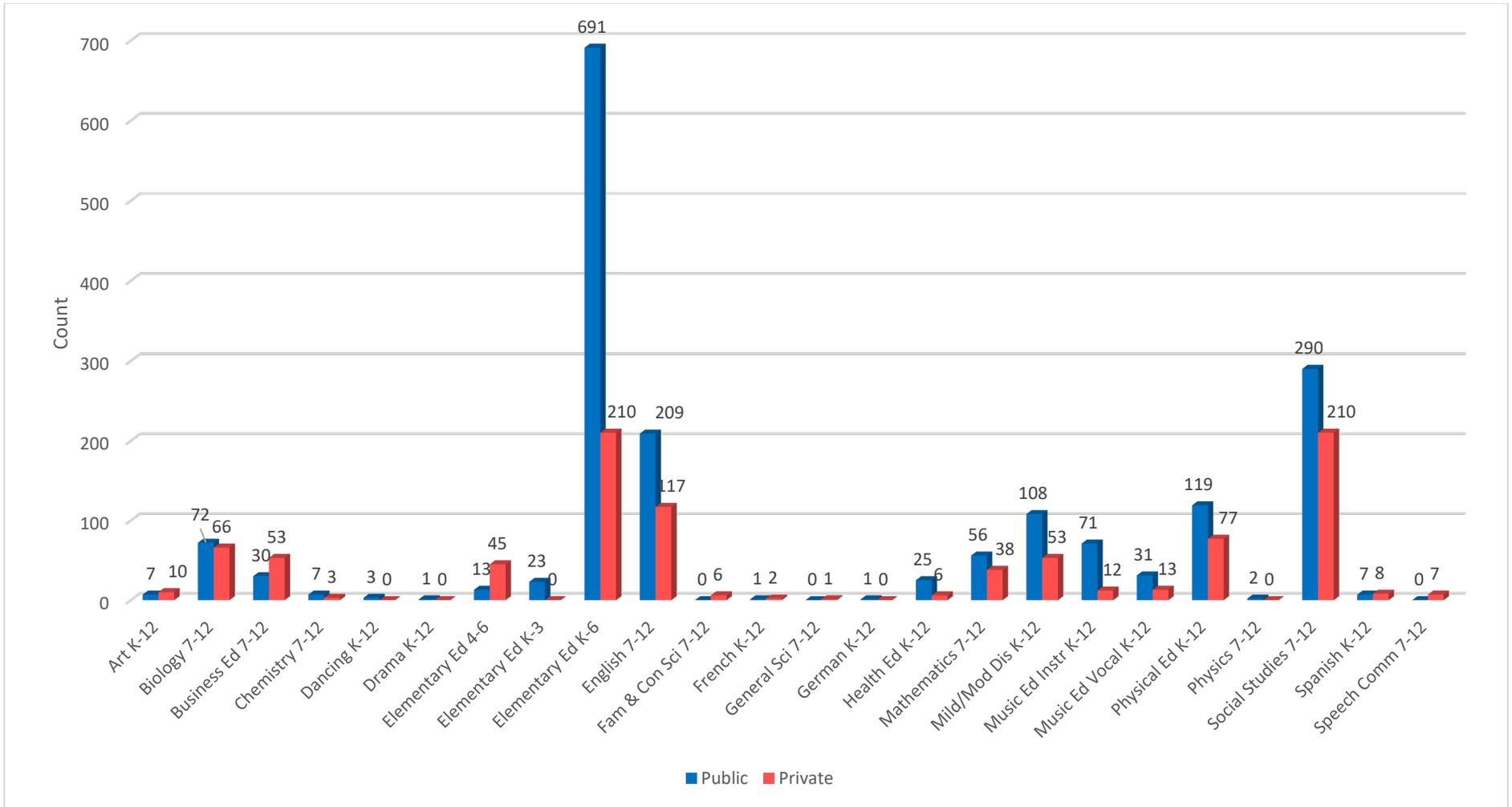
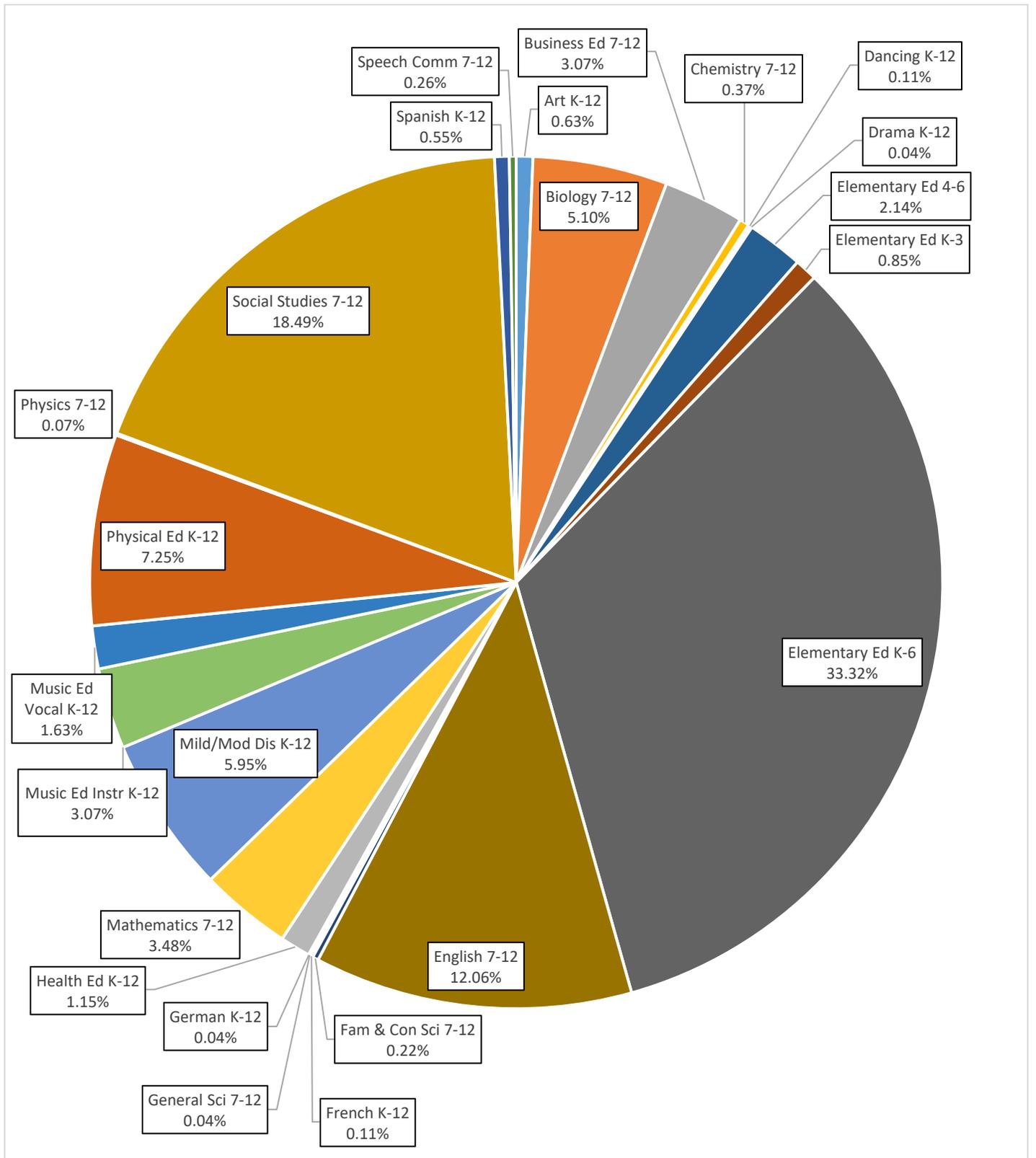


Figure 29
 2021-2022 Completers by Area of Licensure-Public and Private



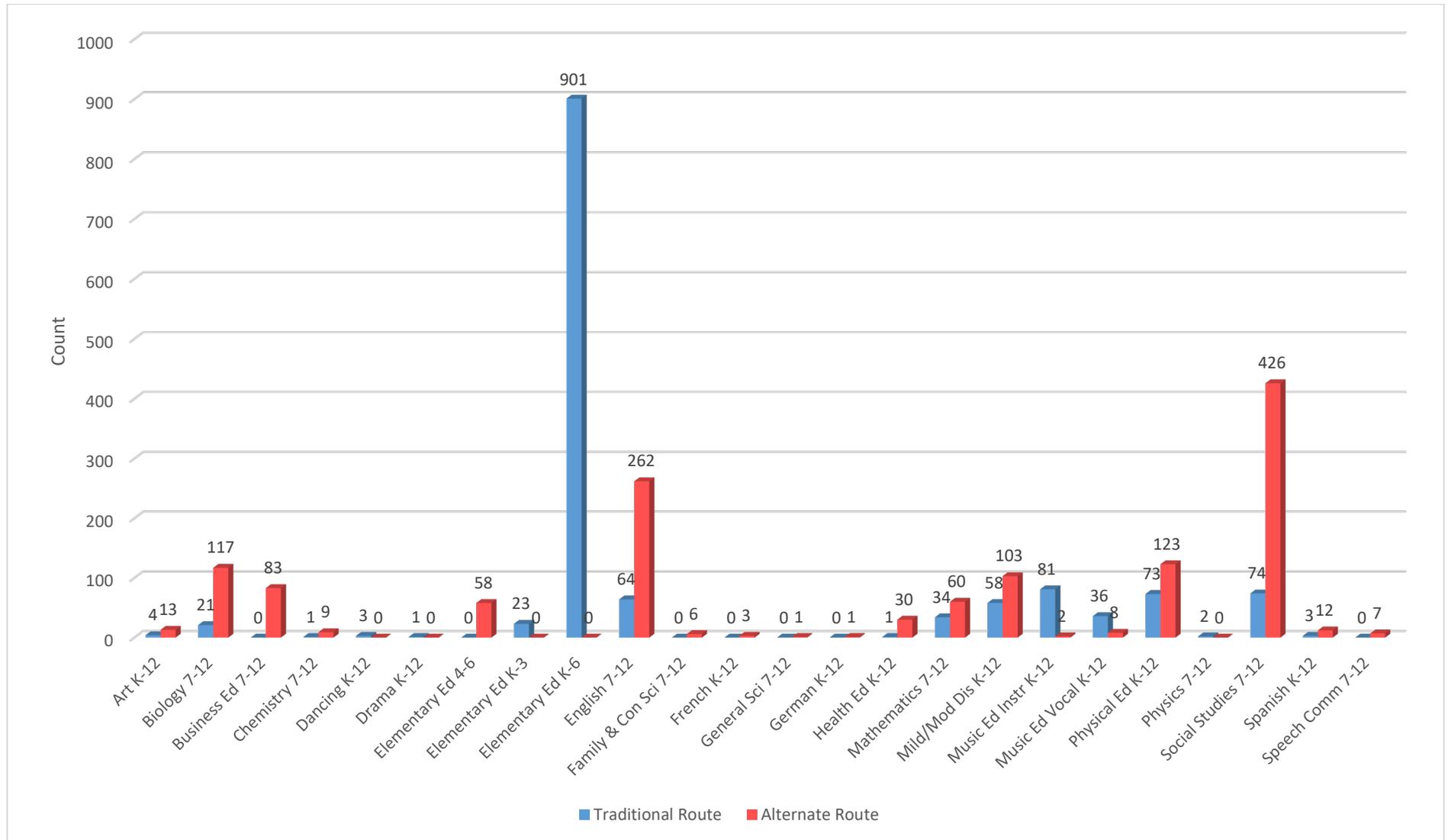
The table below represents the number of all EPP completers by traditional preparation and alternate route preparation programs for each area of licensure and compares each to the total percent prepared for all licensure areas.

Table 30
2021-2022 Completers by Area of Licensure-Traditional v. Alternate Route

| Area of Licensure | Traditional | Alternate Route | Total | Percent |
|--------------------------------|-------------|-----------------|-------------|-------------|
| Art K-12 | 4 | 13 | 17 | 0.63% |
| Biology 7-12 | 21 | 117 | 138 | 5.10% |
| Business Education 7-12 | 0 | 83 | 83 | 3.07% |
| Chemistry 7-12 | 1 | 9 | 10 | 0.37% |
| Dancing K-12 Performing | 3 | 0 | 3 | 0.11% |
| Drama K-12 Performing | 1 | 0 | 1 | 0.04% |
| Elementary Education 4-6 | 0 | 58 | 58 | 2.14% |
| Elementary Education K-3 | 23 | 0 | 23 | 0.85% |
| Elementary Education K-6 | 901 | 0 | 901 | 33.32% |
| English 7-12 | 64 | 262 | 326 | 12.06% |
| Family & Consumer Science 7-12 | 0 | 6 | 6 | 0.22% |
| French K-12 | 0 | 3 | 3 | 0.11% |
| General Science 7-12 | 0 | 1 | 1 | 0.04% |
| German K-12 | 0 | 1 | 1 | 0.04% |
| Health Education K-12 | 1 | 30 | 31 | 1.15% |
| Mathematics 7-12 | 34 | 60 | 94 | 3.48% |
| Mild/Moderate Disability K-12 | 58 | 103 | 161 | 5.95% |
| Music Ed. Instrumental K-12 | 81 | 2 | 83 | 3.07% |
| Music Ed. Vocal K-12 | 36 | 8 | 44 | 1.63% |
| Physical Education K-12 | 73 | 123 | 196 | 7.25% |
| Physics 7-12 | 2 | 0 | 2 | 0.07% |
| Social Studies 7-12 | 74 | 426 | 500 | 18.47% |
| Spanish K-12 | 3 | 12 | 15 | 0.55% |
| Speech Communication 7-12 | 0 | 7 | 7 | 0.26% |
| Total | 1380 | 1324 | 2704 | 100% |

Figure 30

2021-2022 Completer by Area of Licensure-Traditional v. Alternate Route



SECTION IV. Masters of Arts in Teaching (MAT) Degree Data

The Masters of Arts in Teaching Degree is designed for candidates with a non-education undergraduate degree who wish to become licensed teachers. The degree which consists of a minimum of 30-credit hours is divided into three parts: certification, yearlong supervised internship, and additional coursework.

Table 31
2021-2022 Completer MAT Characteristics

| Completer Candidates | Total/Average |
|---|---------------|
| Completed MAT degree | 791 |
| Completer GPA Average (non-credit hour) | 3.68 |

791
MAT
Completers

Completer Candidate Data by Gender and Ethnicity

In 2021-2022, the number of completer MAT candidates totaled 791. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure represent data provided for the above listed gender and ethnic groups.

Table 32
2021-2022 MAT Completer Ethnicity / Gender Data

| MAT Ethnicity | Female | Male |
|------------------------|------------|------------|
| Am Indian/AK Native | 3 | 2 |
| Asian/Pacific Islander | 0 | 1 |
| Black/African American | 453 | 101 |
| Hispanic | 9 | 2 |
| Multiple | 1 | 2 |
| White | 161 | 56 |
| Not Reported | 0 | 0 |
| Total | 627 | 164 |

Figure 31
2021-2022 Completer MAT Gender Data

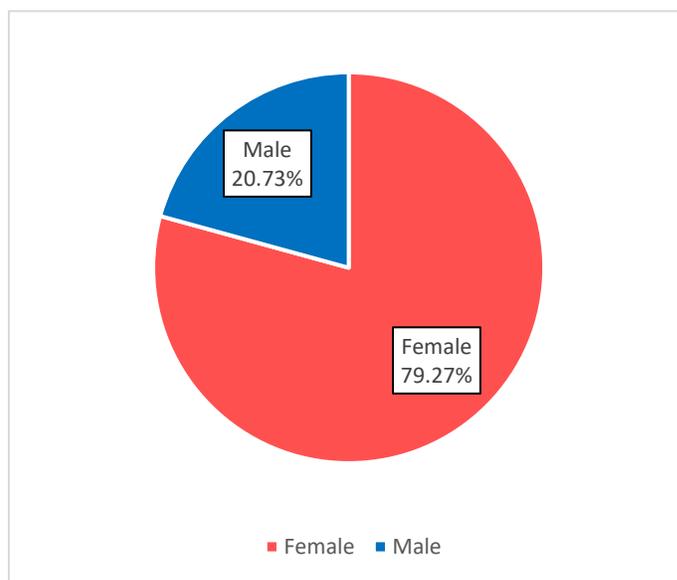
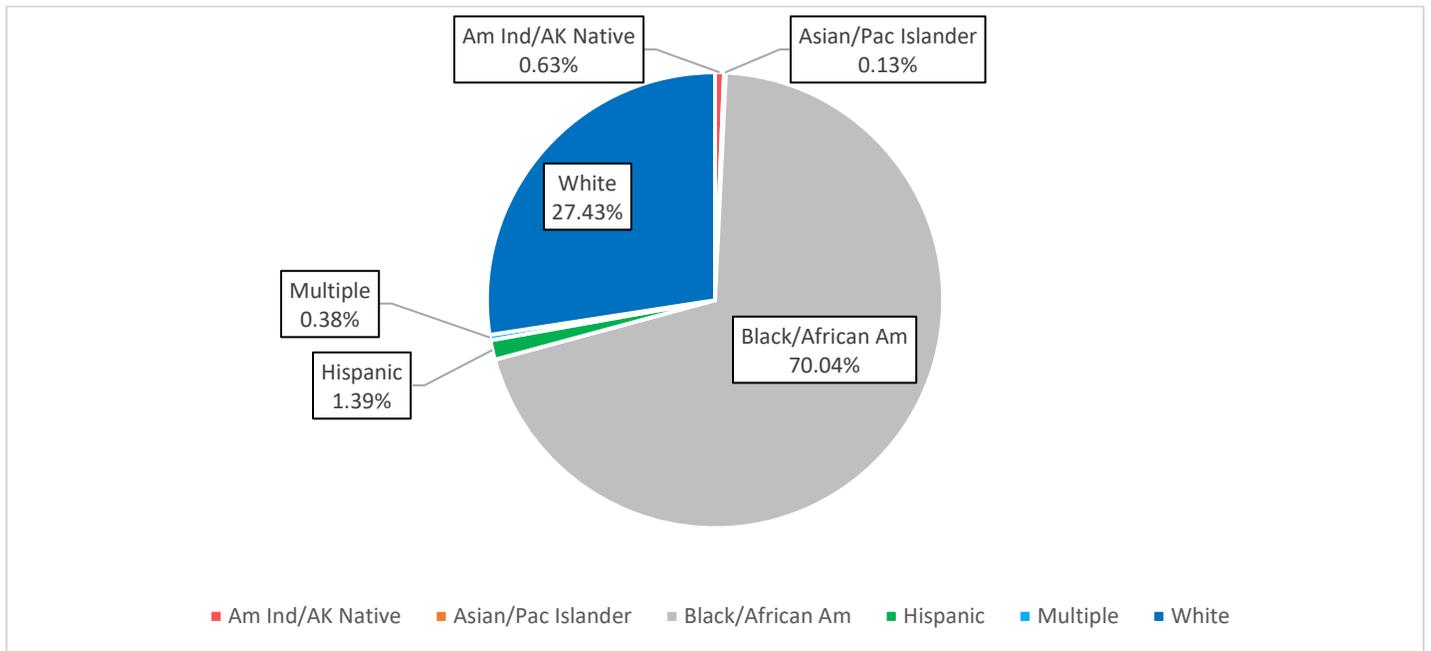


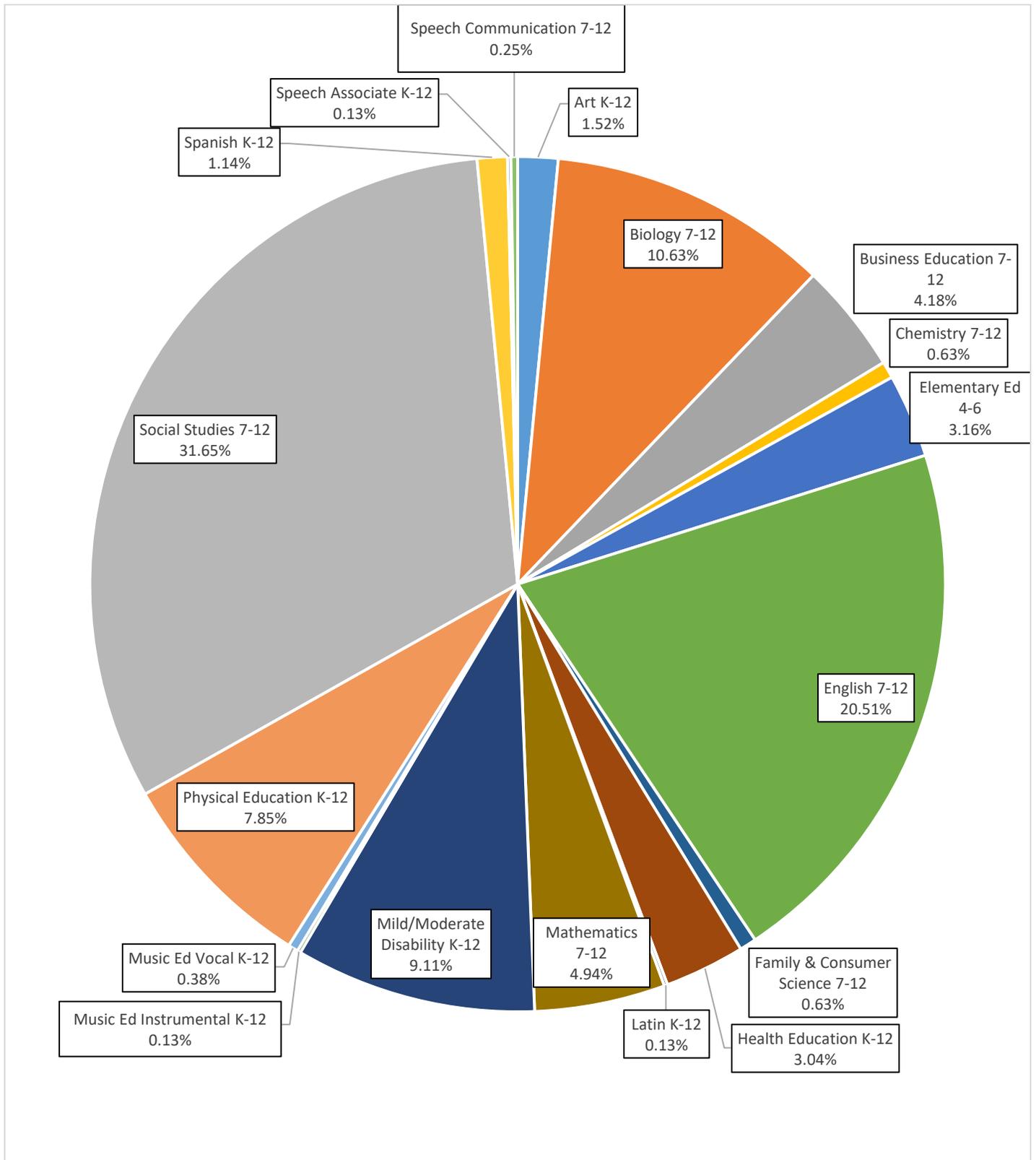
Figure 32*2021-2022 MAT Completer Ethnicity Data*

The following table represents the licensure area for the completer candidates in the MAT program. The largest licensure area was the Social Studies 7-12 program (n=250).

Table 33*2021-2022 Completers by Area of Licensure*

| Area of Licensure | Total |
|--------------------------------|------------|
| Art K-12 | 12 |
| Biology 7-12 | 84 |
| Business Education 7-12 | 33 |
| Chemistry 7-12 | 5 |
| Elementary Education (4-6) | 25 |
| English 7-12 | 162 |
| Family & Consumer Science 7-12 | 5 |
| Health Education K-12 | 24 |
| Latin K-12 | 1 |
| Mathematics 7-12 | 39 |
| Mild/Moderate Disability K-12 | 72 |
| Music Ed. Instrumental (K-12) | 1 |
| Music Ed. Vocal (K-12) | 3 |
| Physical Education K-12 | 62 |
| Social Studies 7-12 | 250 |
| Spanish K-12 | 9 |
| Speech Associate K-12 | 1 |
| Speech Communication (7-12) | 2 |
| Total | 791 |

Figure 33
 2021-2022 Completers by Area of Licensure



SECTION V. Data for Teach Mississippi Institute (TMI)

The University of Mississippi's Division of Outreach and Continuing Education

Beginning January 1, 2004, the Mississippi Legislature enacted the Teach Mississippi Institute (TMI) program for the preparation of nontraditional teachers to teach students in Grades 7 through 12 (Mississippi Code Ann. § 37-3-2). The TMI was legislated and implemented as a pilot program which requires an eight-week clinical experience in education and preparation in effective teaching strategies, classroom management, state curriculum requirements, planning and instruction, instructional methods and pedagogy, use of test results to improve instruction, and a one-semester supervised internship to be completed while the teacher is employed as a full-time teacher of record. The statute states that the program is to be offered at up to four locations in the state. Of the four EPPs chosen, the TMI program at The University of Mississippi is the only non-credit certification program (no college credit is awarded for the course completion) currently being offered. The TMI program at the University of Mississippi is a 13-week online program and operates through the Division of Outreach and Continuing Education.

Table 34

2021-2022 Admitted TMI Characteristics

| TMI Characteristics | Count/Average |
|--|---------------|
| Admitted to TMI | 327 |
| Total Enrollment | Not Reported |
| Admittance GPA Average | 3.19 |
| Admittance ACT Average | 24.33 |
| Admittance SAT Average | 990.00 |
| Admittance Praxis CORE Reading Average | 178.12 |
| Admittance Praxis CORE Writing Average | 168.71 |
| Admittance Praxis CORE Math Average | 167.00 |
| Covid-19 Test Waivers Used for Admittance Percentage | 74.01% |
| ACT Admit Percentage | 21.71% |
| SAT Admit Percentage | 0.31% |
| Praxis Core Percentage | 3.98% |
| Passed Content Knowledge Test | 33.33% |
| Did not take/pass Content Knowledge Test | 66.67% |

327
Admitted to
TMI

Admitted Candidate Data by Gender and Ethnicity

In 2021-2022, the number of admitted candidates totaled 327. TMI admitted candidate data were collected for the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure represent data provided for the above listed gender and ethnic groups.

Table 35
2021-2022 Admitted TMI Ethnicity / Gender Data

| TMI Ethnicity | Female | Male |
|----------------------|------------|------------|
| Am Indian/AK Native | 0 | 0 |
| Asian/Pac Islander | 0 | 0 |
| Black/African Am | 90 | 25 |
| Hispanic | 2 | 1 |
| Multiple | 3 | 1 |
| White | 127 | 76 |
| No Race/Eth Reported | 1 | 1 |
| Total | 223 | 104 |

Figure 34
2021-2022 Admitted TMI Gender Data

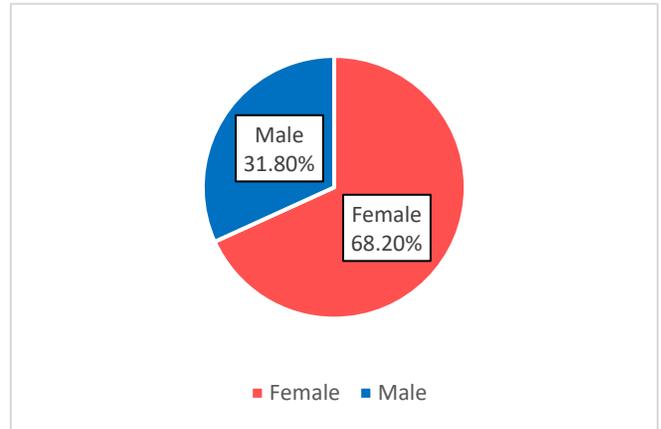
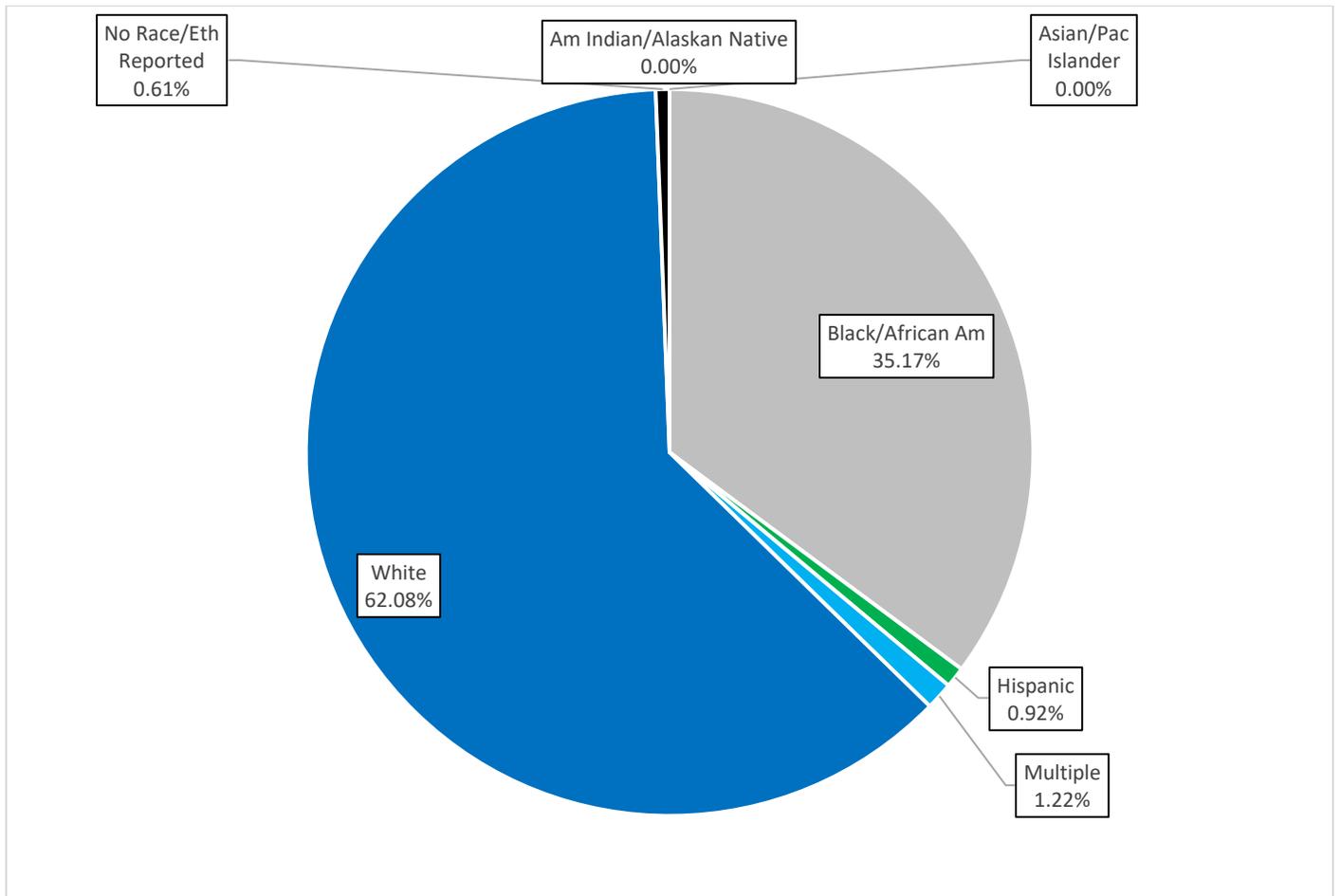


Figure 35
2021-2022 Admitted TMI Ethnicity Data

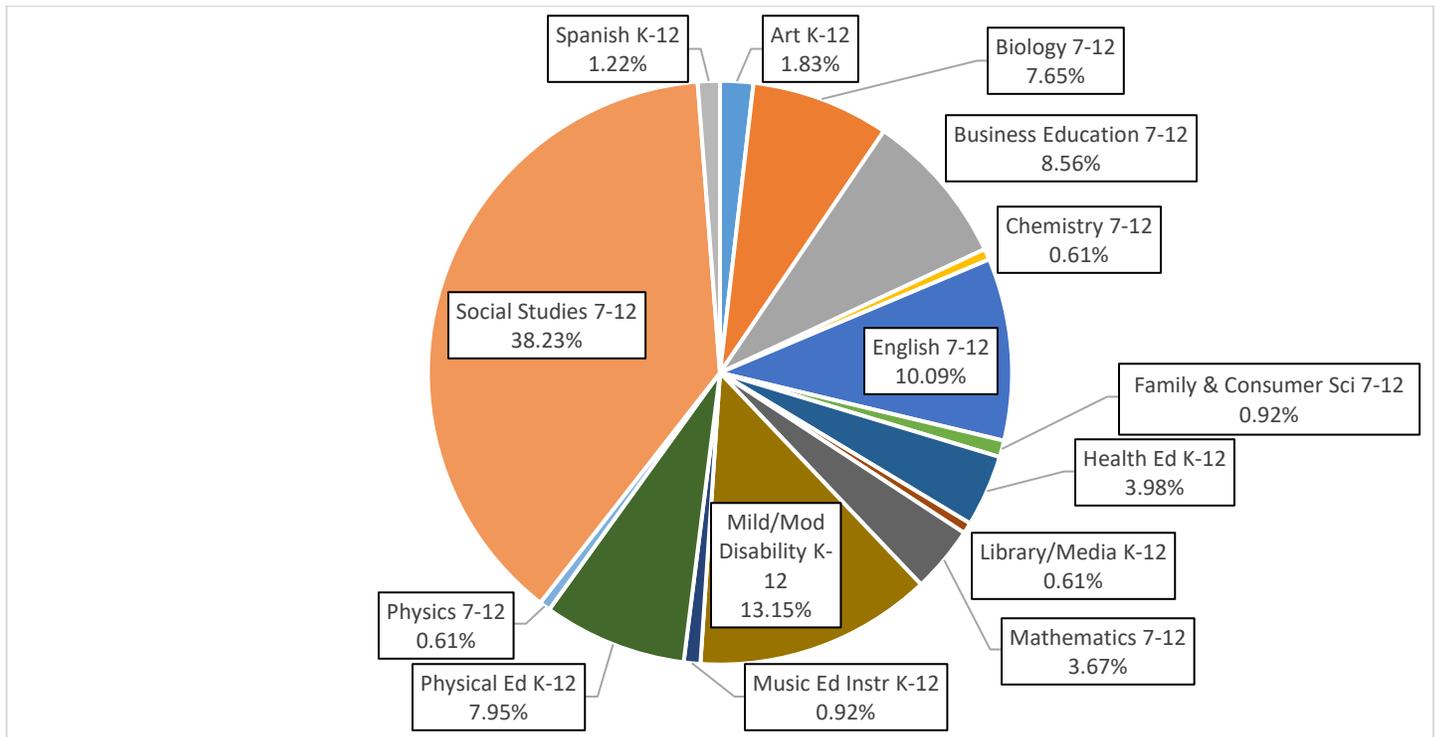


The following table represents the areas of licensure for the admitted candidates in the TMI program. The largest licensure area was the Social Studies 7-12 program (n=125).

Table 36
2021-2022 Admitted Area of Licensure

| Area of Licensure | Total |
|--------------------------------|------------|
| Art K-12 | 6 |
| Biology 7-12 | 25 |
| Business Education 7-12 | 28 |
| Chemistry 7-12 | 2 |
| English 7-12 | 33 |
| Family & Consumer Science 7-12 | 3 |
| Health Education K-12 | 13 |
| Library/Media K-12 | 2 |
| Mathematics 7-12 | 12 |
| Mild/Moderate Disability K-12 | 43 |
| Music Ed. Instrumental K-12 | 3 |
| Physical Education K-12 | 26 |
| Physics 7-12 | 2 |
| Social Studies 7-12 | 125 |
| Spanish K-12 | 4 |
| Total | 327 |

Figure 36
2021-2022 Admitted TMI Area of Licensure



TMI Completers

There are two phases to the TMI program. Phase I consists of coursework and passing the Praxis II Content Knowledge exam. Phase II consists of coursework and an internship which is the first year of teaching as the teacher of record. Phase II is completed at the end of a full year of teaching and completers earn a standard five-year renewable Mississippi teacher’s license. During the 2021-2022 academic year, the total number of TMI completers was 316.

Table 37
2021-2022 Completer TMI Characteristics

| TMI Characteristics | Total/Average |
|---|---------------|
| Completed TMI | 316 |
| Completer GPA Average (non-credit hour) | Pass |
| TIAI Summative Evaluation Average | Not Reported |
| Impact on Student Learning Average | Not Reported |
| Professional Disposition Evaluation Average | Not Reported |

316
TMI
Completers

Completer Candidate Data by Gender and Ethnicity

In 2021-2022, the number of completer candidates totaled 316. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure represent data provided for the above listed gender and ethnic groups.

Table 38
2021-2022 Completer TMI Ethnicity / Gender Data

| Ethnicity | Female | Male |
|---------------------|------------|-----------|
| Am Indian/AK Native | 2 | 1 |
| Asian/Pac Islander | 2 | 0 |
| Black/African Am | 97 | 25 |
| Hispanic | 5 | 0 |
| Multiple | 2 | 0 |
| White | 121 | 61 |
| Not Reported | 0 | 0 |
| Total | 229 | 87 |

Figure 37
2021-2022 Completer TMI Gender Data

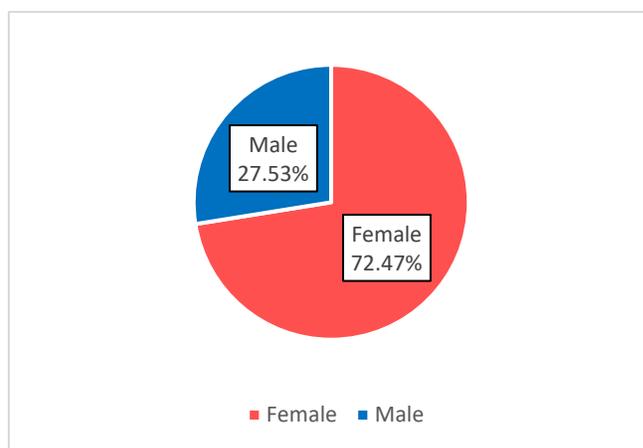
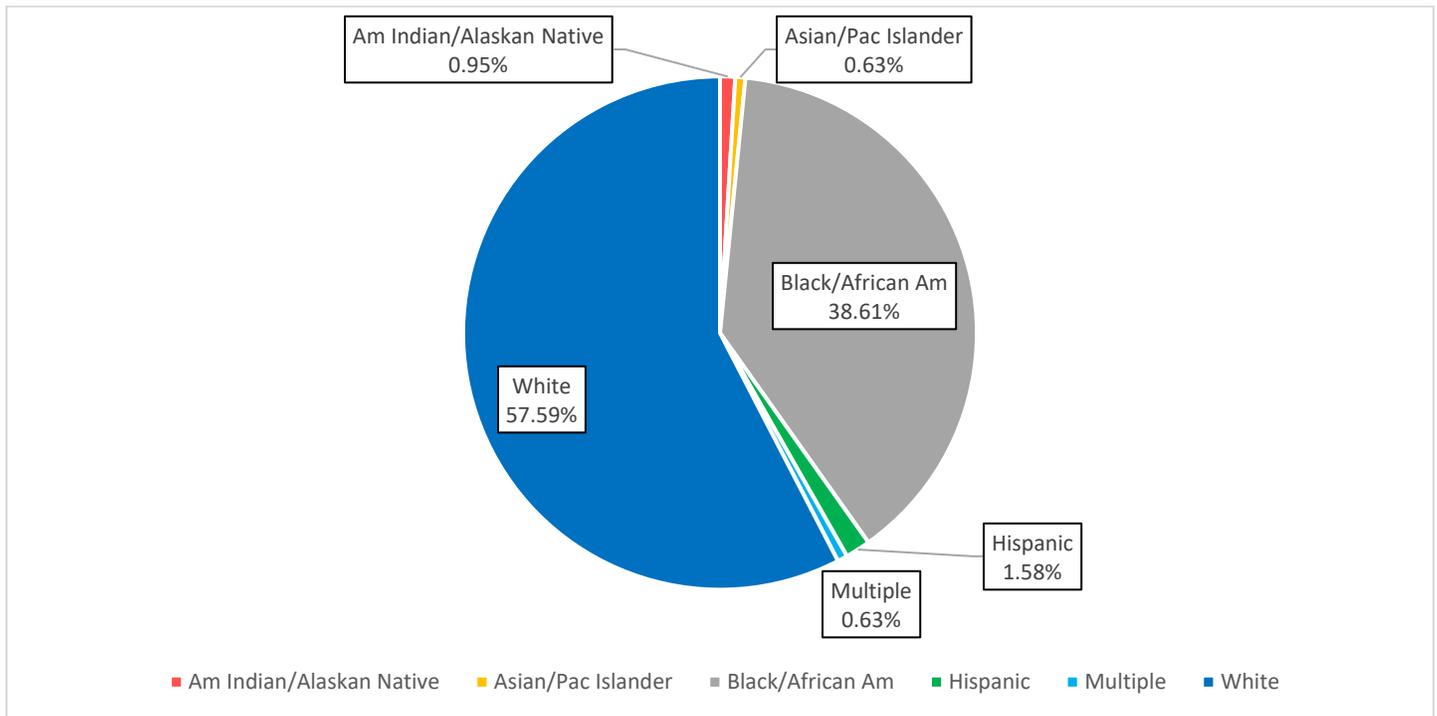


Figure 38

2021-2022 Completer TMI Ethnicity Data



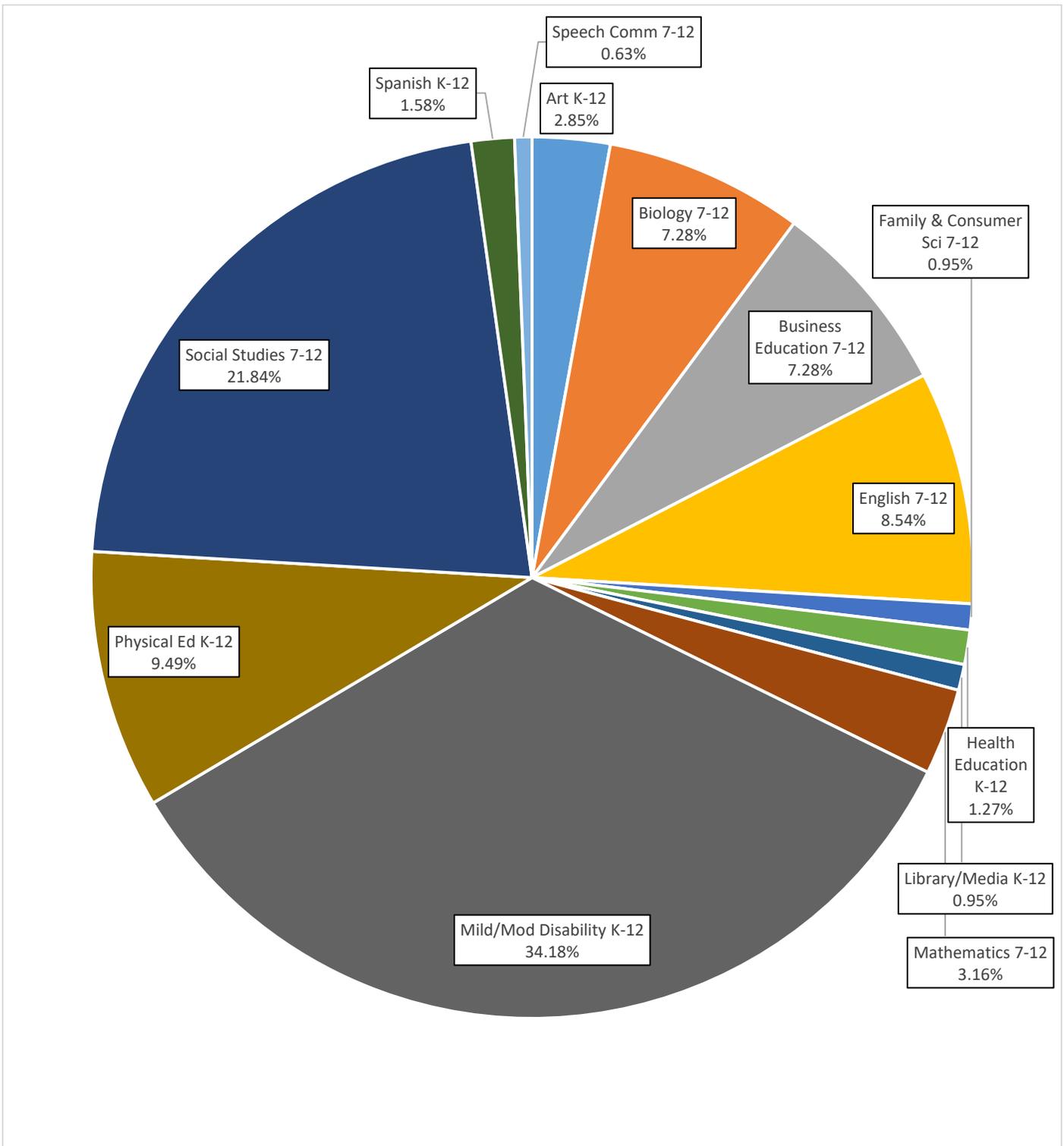
The following table represents the different areas of licensure for the completer candidates in the TMI program. The largest area of licensure was the Mild/Moderate Disability (K-12) program with 108 candidates.

Table 39

2021-2022 Completers by Area of Licensure

| Area of Licensure | Total |
|--------------------------------|------------|
| Art K-12 | 9 |
| Biology 7-12 | 23 |
| Business Education 7-12 | 23 |
| English 7-12 | 27 |
| Family & Consumer Science 7-12 | 3 |
| Health Education K-12 | 4 |
| Library/Media K-12 | 3 |
| Mathematics 7-12 | 10 |
| Mild/Moderate Disability K-12 | 108 |
| Physical Education K-12 | 30 |
| Social Studies 7-12 | 69 |
| Spanish K-12 | 5 |
| Speech Communication 7-12 | 2 |
| Total | 316 |

Figure 39
2021-2022 Completers by Area of Licensure



SECTION VI. Non-IHE Based Providers

Beginning July 1, 2008, the Mississippi Legislature enacted the Teach for America Act (TFA) program to increase the number of highly accomplished recent college graduates teaching in school districts in geographical areas of the state which are economically challenged and in which there exists a critical shortage of teachers. (Miss. Code Ann. §37-160-1 to 37-160-7)

During 2016, the Mississippi State Board of Education approved the American Board for Certification of Teacher Excellence (ABCTE) to offer an alternate route certification program that allows educators to earn a license to teach. The ABCTE program is a self-paced, competency-based program, which allows candidates to complete the course materials and required exams at their own pace. Once candidates pass their exams and background check, they receive certification from the America Board and are issued a one-year non-renewable license to begin internship with mentoring.

Table 40
2021-2022 Admitted Non-IHE Characteristics

| Non-IHE Characteristics | ABCTE | TFA |
|--|-------|--------|
| Admitted Candidates | 2 | 17 |
| Admittance GPA Average | 3.56 | 3.43 |
| Admittance ACT Average | NA | NA |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | NA | NA |
| Admittance Praxis CORE Writing Average | NA | NA |
| Admittance Praxis CORE Math Average | NA | NA |
| Covid-19 Test Waivers Used for Admittance Percentage | NA | 11.76% |
| GPA Admit Percentage | 100% | 88.24% |
| ACT Admit Percentage | NA | NA |
| SAT Admit Percentage | NA | NA |
| Praxis Core Percentage | NA | NA |
| Passed Content Knowledge Test | 100% | 90.90% |
| Did not take/pass Content Knowledge Test | 0% | 41.18% |

19
Admitted to
Non-IHE
Based
Providers

Admitted Candidate Data by Gender and Ethnicity

In 2021-2022, the number of admitted candidates totaled 19. Admitted candidate data were collected for the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure represent data provided for the above listed gender and ethnic groups.

Table 41
2021-2022 Admitted Non-IHE Ethnicity/Gender Data

| Ethnicity | Female | Male |
|----------------------|-----------|----------|
| Am Indian/AK Native | 0 | 0 |
| Asian/Pac Islander | 0 | 0 |
| Black/African Am | 3 | 2 |
| Hispanic | 1 | 1 |
| Multiple | 2 | 0 |
| White | 5 | 5 |
| No Race/Eth Reported | 0 | 0 |
| Total | 11 | 8 |

Figure 40
2021-2022 Admitted Non-IHE Gender Data

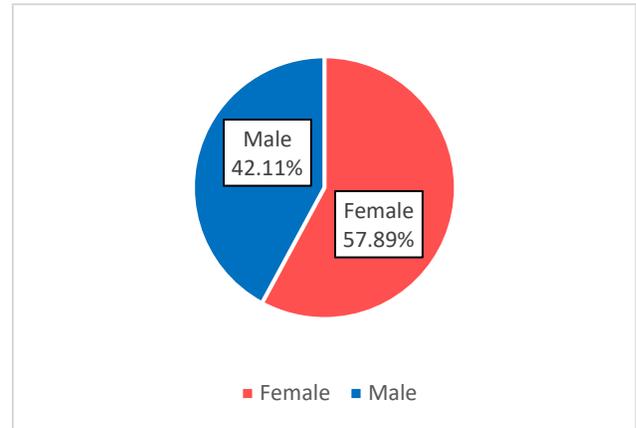
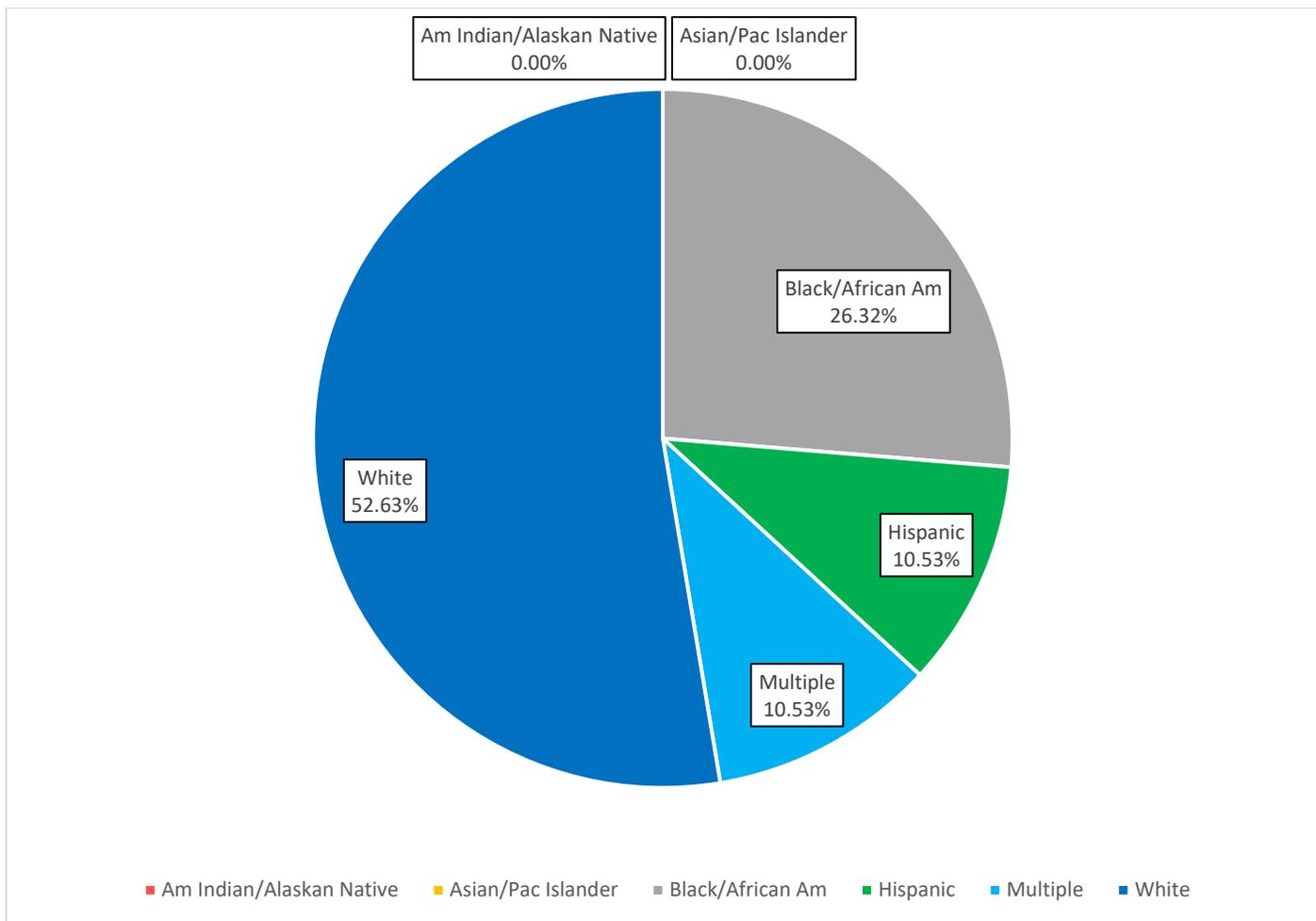


Figure 41
2021-2022 Admitted Non-IHE Ethnicity Data

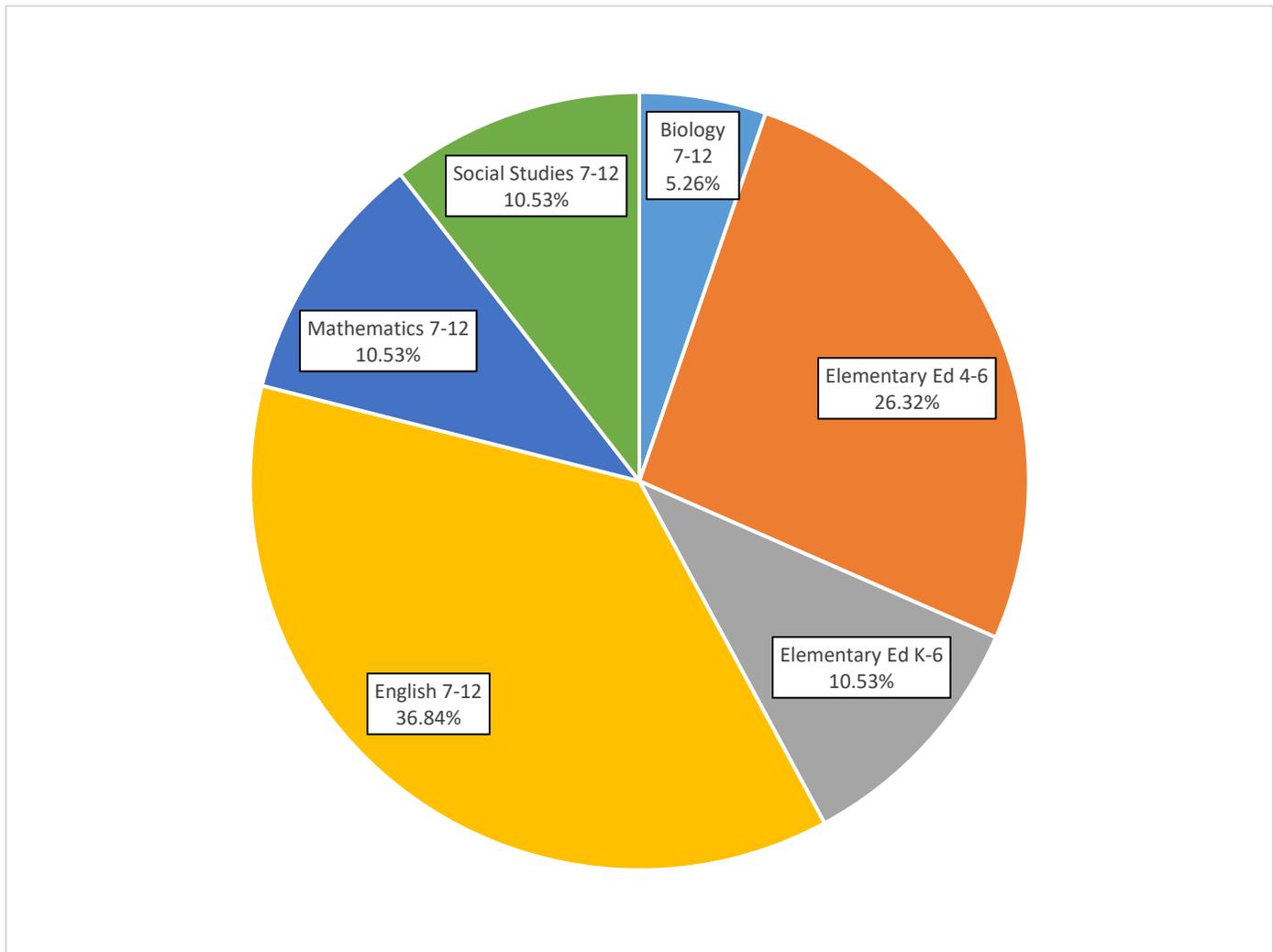


The following table represents the areas of licensure for the admitted candidates in the Non-IHE program. The largest licensure area was the English 7-12 program (n=7).

Table 42
2021-2022 Admitted Non-IHE Area of Licensure

| Area of Licensure | Total |
|--------------------------|-----------|
| Biology 7-12 | 1 |
| Elementary Education 4-6 | 5 |
| Elementary Education K-6 | 2 |
| English 7-12 | 7 |
| Mathematics 7-12 | 2 |
| Social Studies 7-12 | 2 |
| Total | 19 |

Figure 42
2021-2022 Admitted Non-IHE Area of Licensure



Non-IHE Completers

At the conclusion of internship, candidates must be recommended by their school district for the five-year renewable license. ABCTE completers must additionally complete ABCTE’s assessments and one of the following: Mississippi e-Learning for Educators 8-week online course or 9 hours of MAT (Classroom Management, Data Analysis, and Special Education) graduate-level university courses. These hours can be applied towards a master’s degree.

Table 43
2021-2022 Completer Non-IHE Characteristics

| Non-IHE Characteristics | ABCTE | TFA |
|---|-------|------|
| Completed Candidates | 0 | 25 |
| Completer GPA Average (non-credit hour) | NA | Pass |
| TIAI Summative Evaluation Average | NA | NA |
| Impact on Student Learning Average | NA | NA |
| Professional Disposition Evaluation Average | NA | NA |

25
Non-IHE
Completers

Completer Candidate Data by Gender and Ethnicity

In 2021-2022, the number of completer candidates totaled 25. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure represent data provided for the above listed gender and ethnic groups.

Table 44
2021-2022 Completer Non-IHE Ethnicity / Gender Data

| Ethnicity | Female | Male |
|------------------------|-----------|----------|
| Am Indian/AK Native | 0 | 0 |
| Asian/Pac Islander | 2 | 1 |
| Black/African American | 9 | 4 |
| Hispanic | 1 | 2 |
| Multiple | 0 | 0 |
| White | 5 | 1 |
| Not Reported | 0 | 0 |
| Total | 17 | 8 |

Figure 43
2021-2022 Completer Non-IHE Gender Data

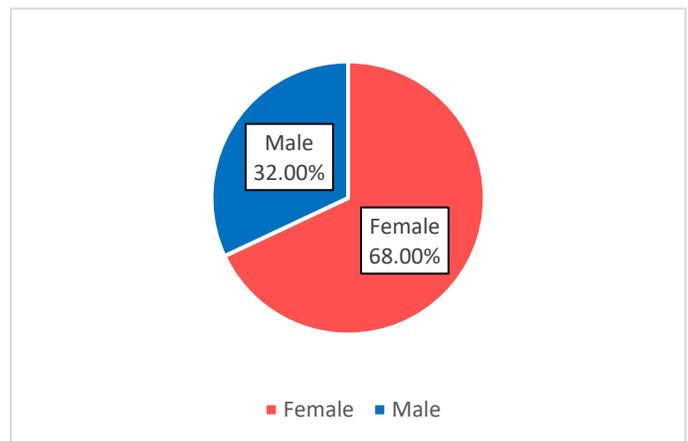
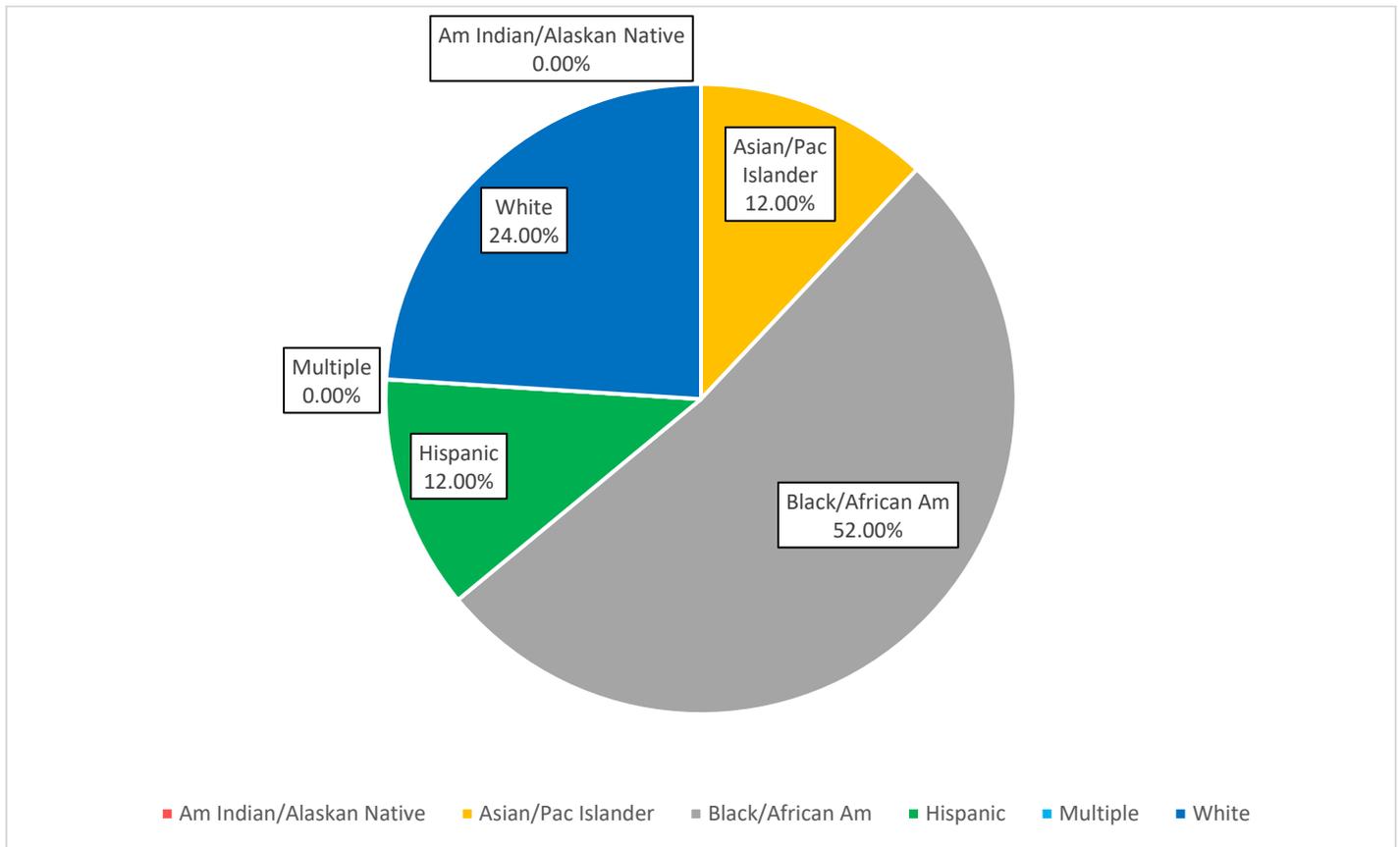


Figure 44
 2021-2022 Completer Non-IHE Ethnicity Data

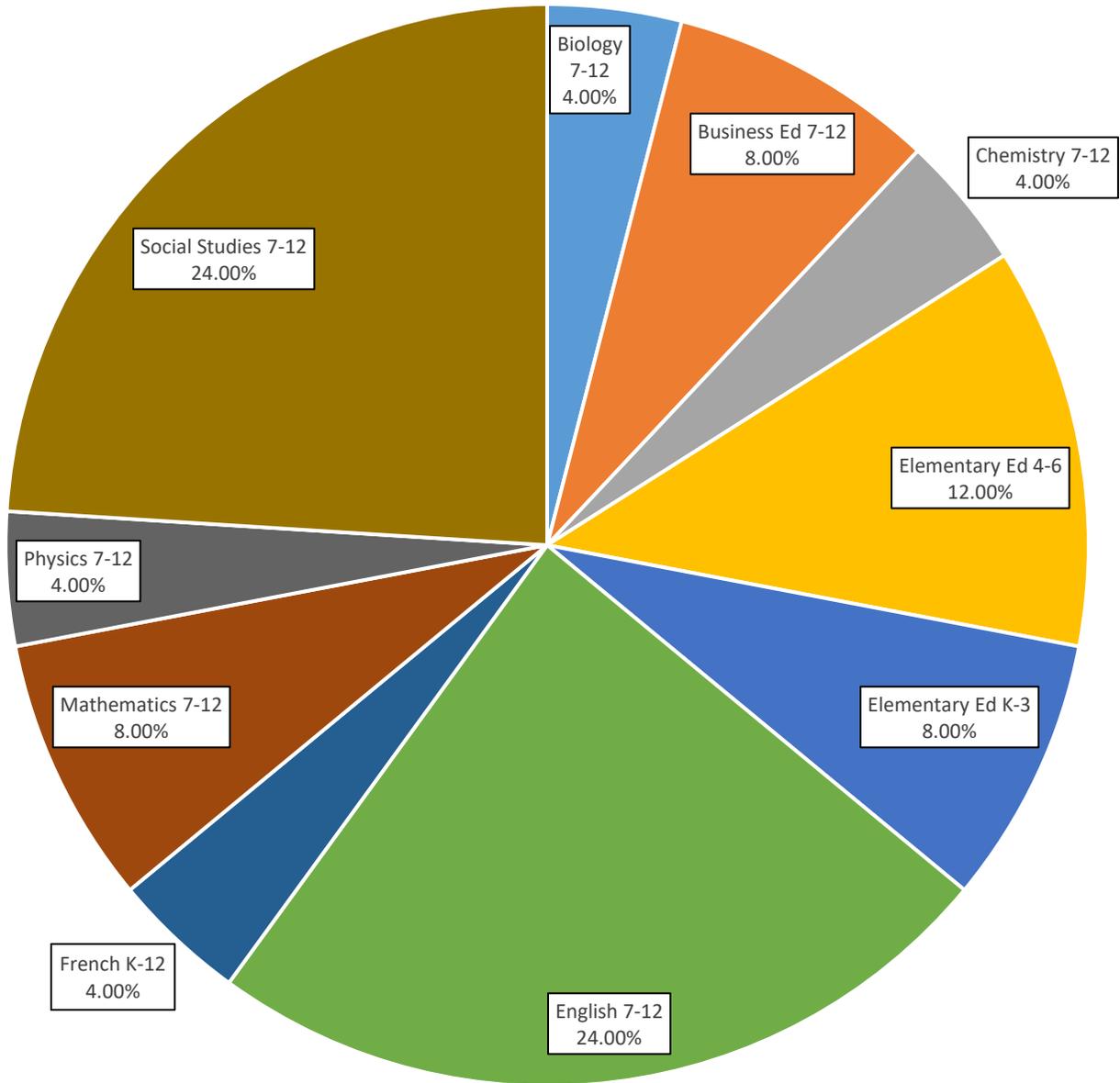


The following table represents the licensure areas for the completer candidates in Non-IHE programs. The largest licensure area was the English 7-12 and Social Studies 7-12 programs (n=6 each).

Table 45
 2021-2022 Completers by Area of Licensure

| Area of Licensure | Total |
|--------------------------|-----------|
| Biology 7-12 | 1 |
| Business Education 7-12 | 2 |
| Chemistry 7-12 | 1 |
| Elementary Education 4-6 | 2 |
| Elementary Education K-3 | 1 |
| Elementary Education K-6 | 2 |
| English 7-12 | 6 |
| French K-12 | 1 |
| Mathematics 7-12 | 2 |
| Physics 7-12 | 1 |
| Social Studies 7-12 | 6 |
| Total | 25 |

Figure 45
2021-2022 Completers by Area of Licensure



SECTION VII. Alternate Certification Program Data

To receive the three-year non-renewable Alternate Route license, candidates must complete 9 hours of coursework (Classroom Management, Data Analysis, and Introduction to Special Education) and admission requirements. The following data represent the number admitted and the count of three-year non-renewable licenses issued after taking the coursework prior to internship. ABCTE candidates earn a 1-year non-renewable license while TFA and TMI candidates earn a 3-year non-renewable license.

Table 46
2021-2022 Alternate Route Non-Renewable Three-Year Licenses Issued

| Alternate Route Program | Admitted | 1- or 3-Year License Issued | % Issued | No License Issued | % Not Issued |
|-------------------------|------------|-----------------------------|---------------|-------------------|---------------|
| ABCTE | 2 | 1 | 50.00% | 1 | 50.00% |
| TFA | 17 | 16 | 94.12% | 1 | 5.88% |
| TMI | 327 | 284 | 86.85% | 43 | 13.15% |
| Total | 346 | 301 | 86.99% | 45 | 13.01% |

Upon completion of all coursework, assessment tests, and internship, candidates are eligible to receive a renewable 5-year license.

Table 47
2021-2022 Alternate Route Five-Year Licenses Issued

| Alternate Route Program | Completed | 5-Year License Issued | % Issued | No License Issued or 3-year Expired | % Not Issued or Expired |
|-------------------------|------------|-----------------------|---------------|-------------------------------------|-------------------------|
| ABCTE | 0 | 0 | 0% | 0 | 0% |
| TFA | 25 | 17 | 68.00% | 8 | 32.00% |
| TMI | 316 | 302 | 95.57% | 14 | 4.43% |
| Total | 341 | 319 | 93.55% | 22 | 6.90% |

SECTION VIII. Trend Data

The following four figures represent the past six years of trend data at the initial licensure level. Declines in the 2017-2018 academic year may be a result of a tornado that passed through the Hattiesburg and Petal areas and severely damaged the campus of William Carey University on January 21, 2017. In addition, Legislative budget cuts markedly reduced state allocations to community colleges and universities in response to a stagnant economy and decreased revenue from taxation. Gains in admission during the 2019-2020 through 2021-2022 academic years are a result of COVID-19 Pandemic and the State Board of Education’s licensure testing suspension policy.

Figure 46
Admit Five-Year Trend

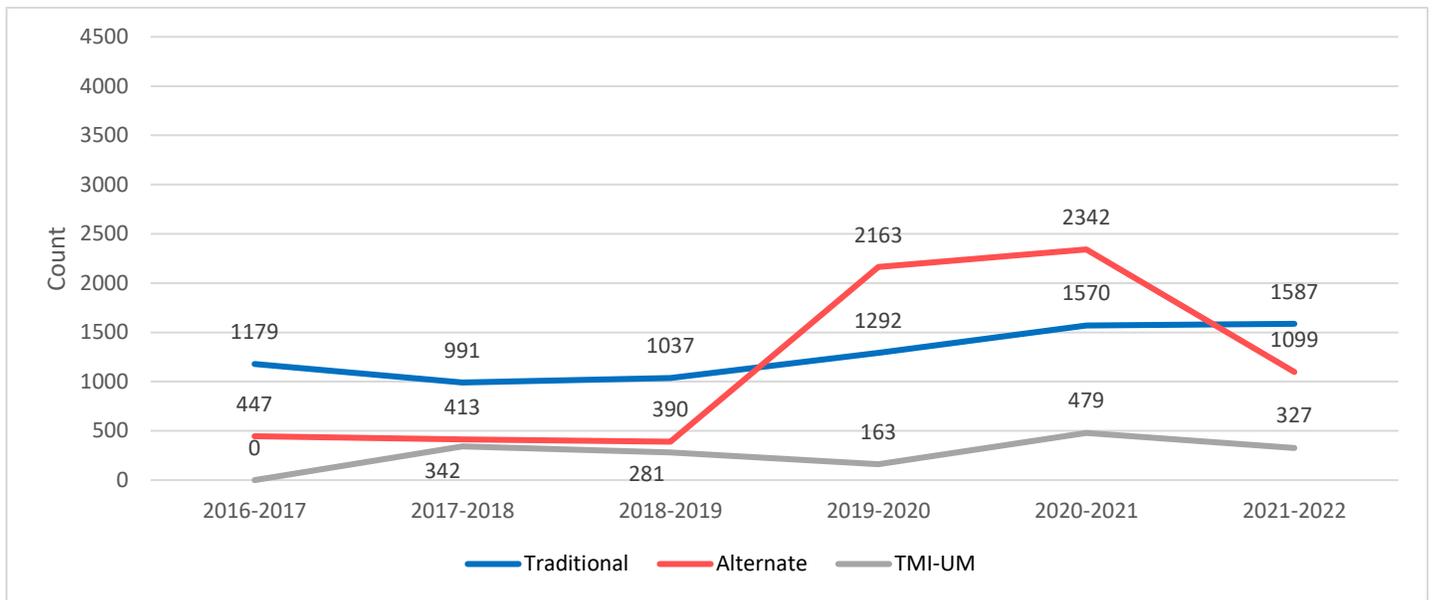
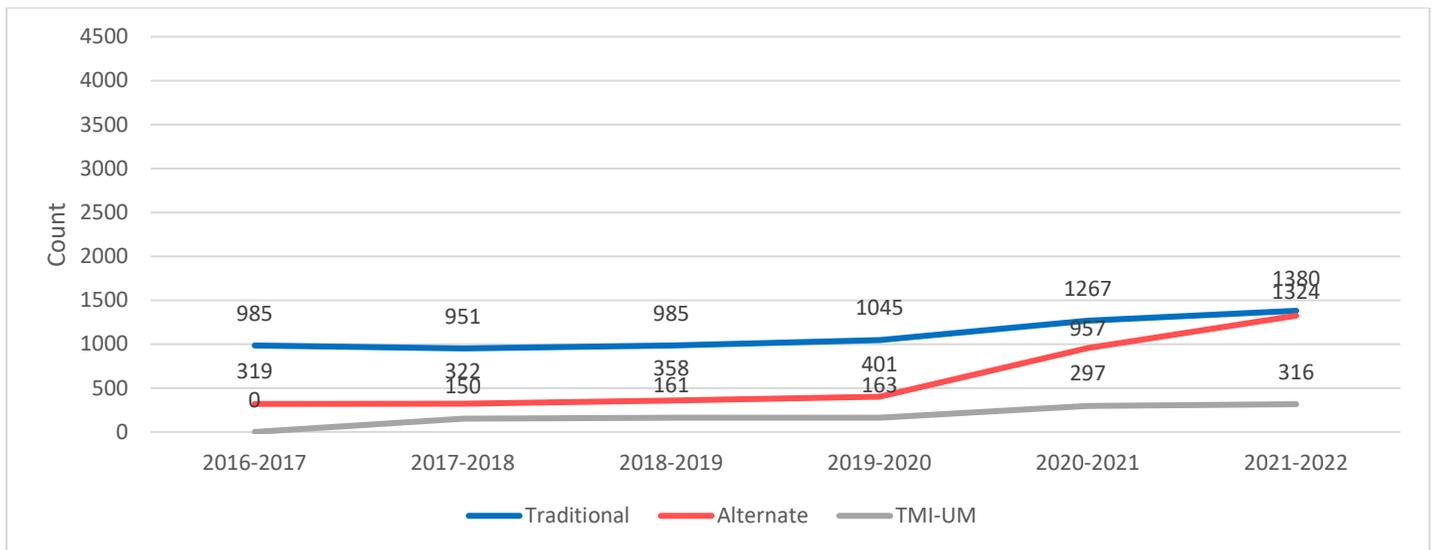


Figure 47
Completer Five-Year Trend



The figure below includes the TMI at UM in the admit and completer totals.

Figure 48
Admit/Completer Comparison

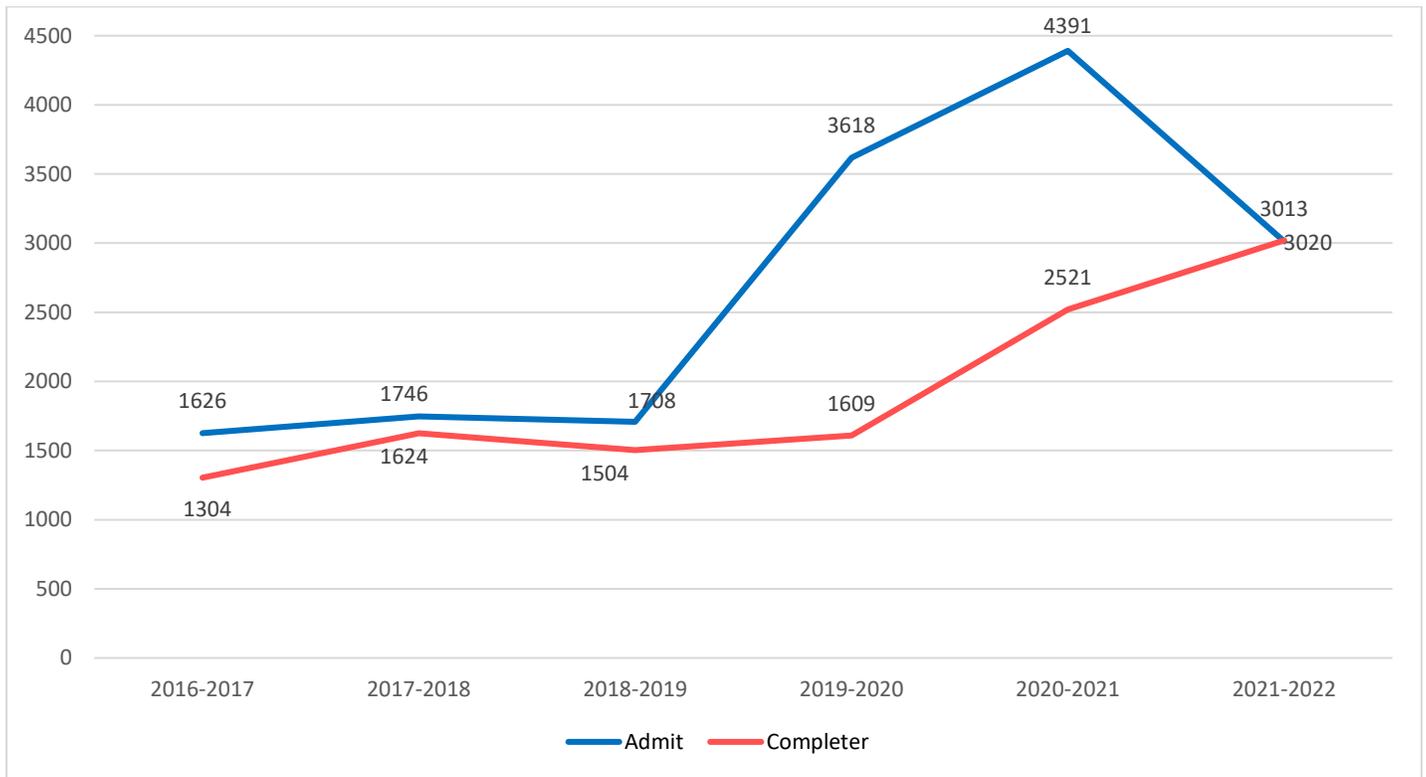
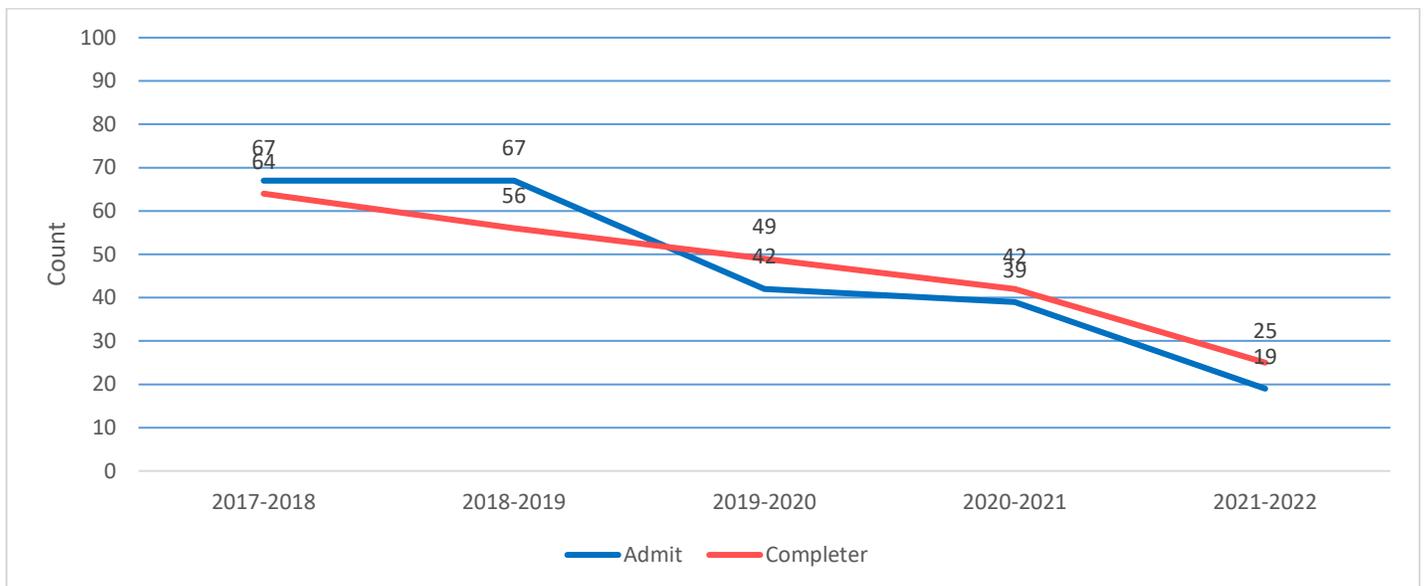


Figure 49
Admit/Completer Comparison at Non-IHE Based Providers



SECTION IX. Critical Shortage Data

Based upon the State Board of Education’s approved critical shortage formula, the following subject areas were identified as critical shortage subjects.

- Math
- Science
- Special Education
- World Language

The following information indicates the number and percentage of admitted candidates in critical shortage subject areas at public and private EPPs.

A total of 370 candidates were admitted into programs that were designated as critical shortage subjects, with 219 from public EPPs and 151 from private EPPs during 2021-2022.

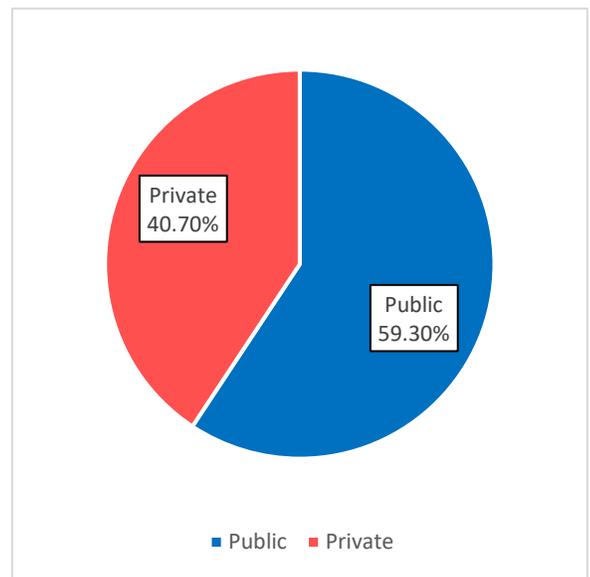
Admitted Candidates in Critical Shortage Subjects-Public v. Private

The following information represents the designated critical shortage subjects in comparison of public and private EPPs and the candidates that were admitted into the program. The data show that 40.70% of admitted candidates were from private EPPs (n=151), while 59.30% were from public EPPs (n=220). Of the critical shortage subjects that were designated, Biology had the most admitted candidates (n=141).

Table 48
2021-2022 Admitted Critical Shortage

| Area of Licensure | Public | Private | Total |
|---------------------------------|------------|------------|------------|
| Science | | | |
| Biology (7-12) | 65 | 76 | 141 |
| Chemistry (7-12) | 11 | 5 | 16 |
| Physics (7-12) | 2 | 1 | 3 |
| Mathematics | | | |
| Mathematics (7-12) | 73 | 33 | 106 |
| Special Education | | | |
| Mild/Moderate Disability (K-12) | 65 | 35 | 100 |
| World Languages | | | |
| French (K-12) | 1 | 0 | 1 |
| Spanish (K-12) | 3 | 1 | 4 |
| Total | 220 | 151 | 371 |

Figure 50
2021-2022 Admitted Critical Shortage



Admitted Candidates in Critical Shortage Subjects-Traditional v. Alternate Route

The following information represents a comparison of the designated critical shortage subjects by candidates admitted in both traditional preparation and alternate route preparation programs. The data show that 64.15% (n=238) of admitted candidates were enrolled in an alternate route program, while 35.85% (n=133) were admitted in a traditional program.

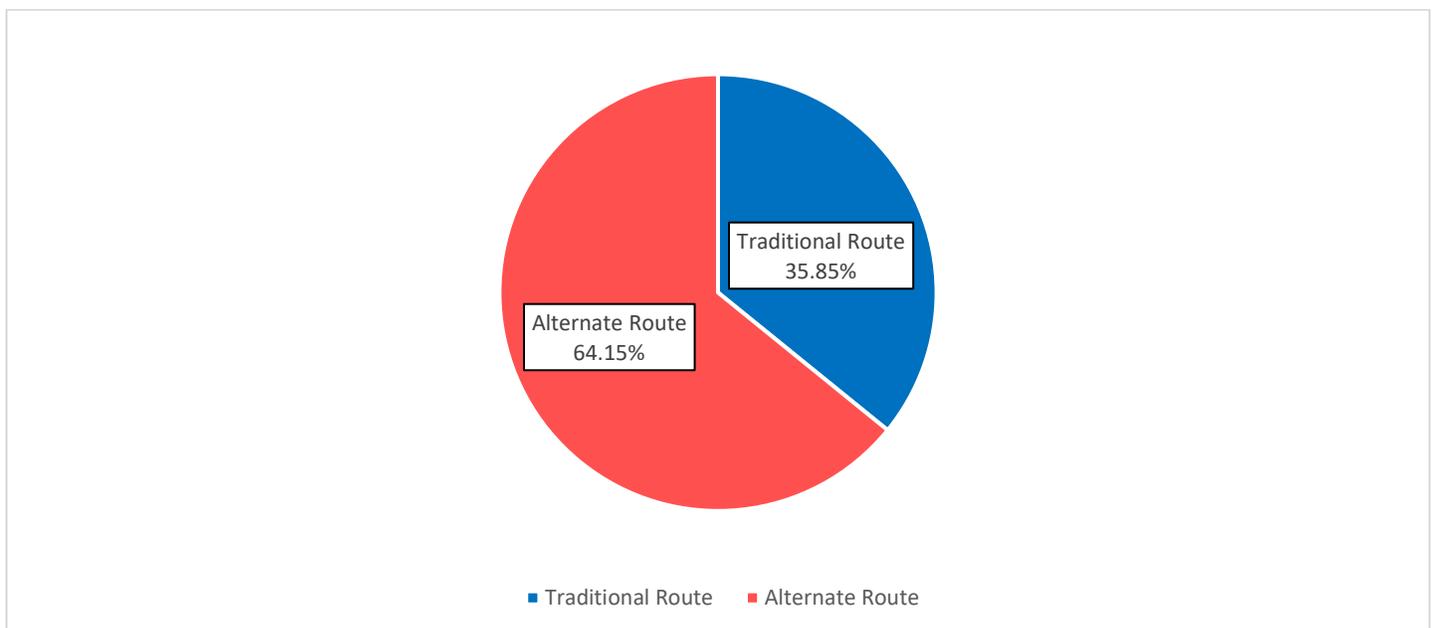
Table 49
2021-2022 Admitted Critical Shortage-Traditional v. Alternate Route

| Area of Licensure | Traditional | Alternate | Total |
|---------------------------------|-------------|------------|------------|
| Science | | | |
| Biology (7-12) | 31 | 110 | 141 |
| Chemistry (7-12) | 6 | 10 | 16 |
| Physics (7-12) | 1 | 2 | 3 |
| Mathematics | | | |
| Mathematics (7-12) | 48 | 57 | 105 |
| Special Education | | | |
| Mild/Moderate Disability (K-12) | 44 | 56 | 100 |
| World Languages | | | |
| French (K-12) | 1 | 0 | 1 |
| Spanish (K-12) | 1 | 3 | 4 |
| Total | 133 | 238 | 371 |

64%
Alternate
Route
Preparation

36%
Traditional
Preparation

Figure 51
2021-2022 Admitted Critical Shortage Subjects-Traditional v. Alternate Route



Completer Candidates in Critical Shortage Subjects-Private v. Public

The following information represents the number and percentage of completers in critical shortage subject areas for public and private EPPs.

The MDE designated the following critical shortage subjects to be considered, as part of needed subject areas for the state.

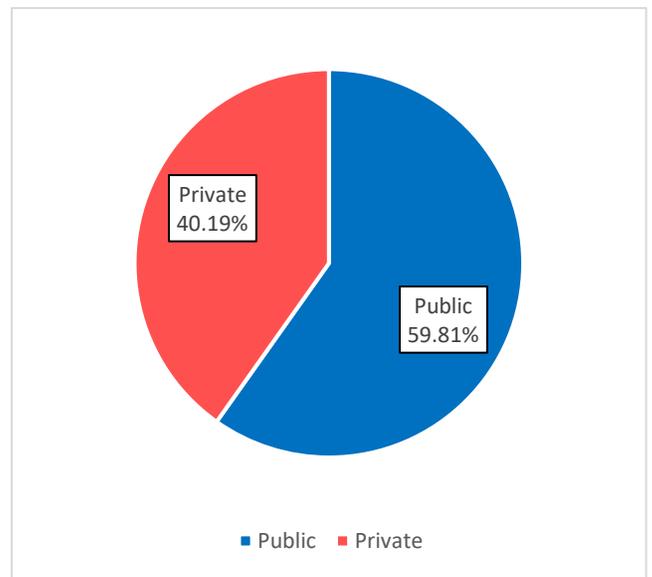
- Math
- Science
- Special Education
- World Language

The data represent that 40.19% of completer candidates were from private EPPs (n=170), while 59.81% were from public EPPs (n=253). Of the critical shortage subjects that were designated, Mild/Moderate Disability had the largest number of completer candidates (n=161).

Table 50
2021-2022 Completer Critical Shortage-Private v. Public

| Area of Licensure | Public | Private | Total |
|---------------------------------|------------|------------|------------|
| Science | | | |
| Biology (7-12) | 72 | 66 | 138 |
| Chemistry (7-12) | 7 | 3 | 10 |
| Physics (7-12) | 2 | 0 | 2 |
| Mathematics | | | |
| Mathematics (7-12) | 56 | 38 | 94 |
| Special Education | | | |
| Mild/Moderate Disability (K-12) | 108 | 53 | 161 |
| World Languages | | | |
| French (K-12) | 1 | 2 | 3 |
| Spanish (K-12) | 7 | 8 | 15 |
| Total | 253 | 170 | 423 |

Figure 52
2021-2022 Completer Critical Shortage-Private v. Public



Completer Candidates in Critical Shortage Subjects-Traditional v. Alternate

The following information represents EPP completers in the designated critical shortage subjects and compares traditional route to alternate route program completers. The data show that 28.13% (n=119) of completer candidates were from a traditional program, while 71.87% (n=304) completer candidates were from an alternate route program.

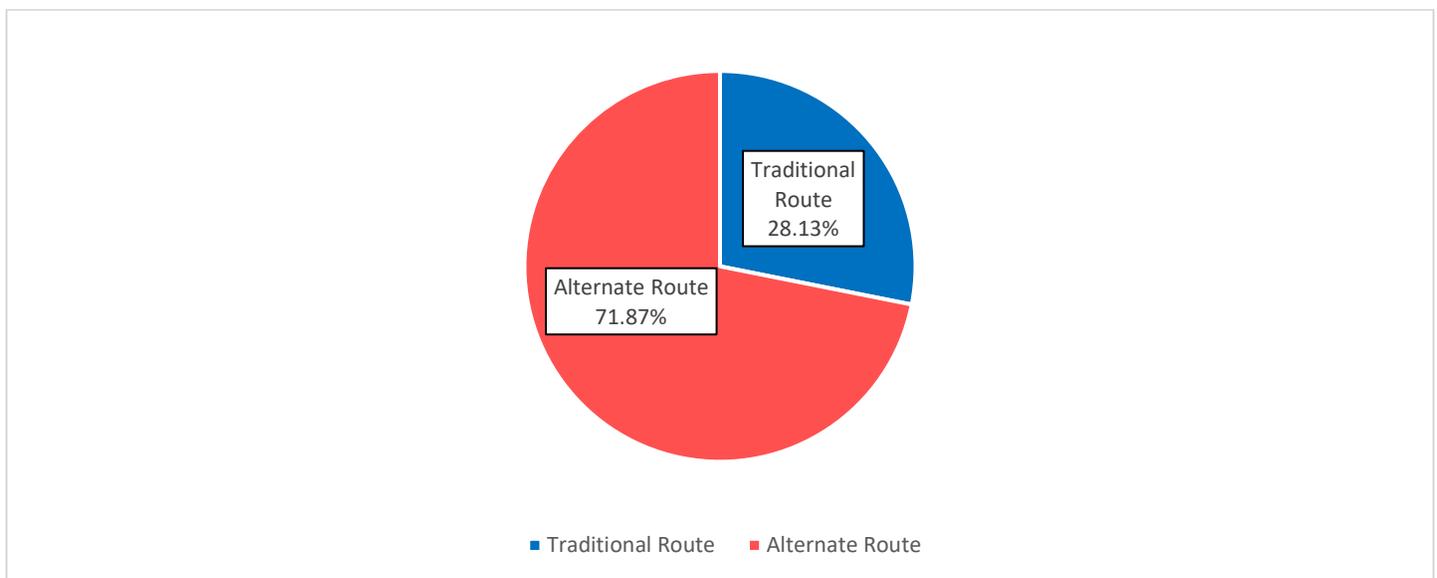
Table 51
2021-2022 Completer Critical Shortage-Traditional v. Alternate

| Area of Licensure | Traditional | Alternate | Total |
|---------------------------------|-------------|------------|------------|
| Science | | | |
| Biology (7-12) | 21 | 117 | 138 |
| Chemistry (7-12) | 1 | 9 | 10 |
| Physics (7-12) | 2 | 0 | 2 |
| Mathematics | | | |
| Mathematics (7-12) | 34 | 60 | 94 |
| Special Education | | | |
| Mild/Moderate Disability (K-12) | 58 | 103 | 161 |
| World Languages | | | |
| French (K-12) | 0 | 3 | 3 |
| Spanish (K-12) | 3 | 12 | 15 |
| Total | 119 | 304 | 423 |

28%
**Traditional
Preparation**

72%
**Alternate
Route
Preparation**

Figure 53
2021-2022 Completer Critical Shortage-Traditional v. Alternate



SECTION X: Individual EPP Data



Table 52
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 14 | 9 |
| Total Enrollment | 59 | 93 |
| Admitted by COVID Test Waiver | 1 | 8 |
| Admittance Core Hours Average | 44.14 | NA |
| Admittance GPA Average | 3.31 | 3.35 |
| Admittance ACT Average | NA | NA |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | NA | 192.00 |
| Admittance Praxis CORE Writing Average | NA | 174.00 |
| Admittance Praxis CORE Math Average | NA | 140.00 |
| Completer Data | | |
| Completed Teacher Education | 33 | 48 |
| Completer GPA Average | 3.43 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 66.82 | NA |
| Student Teaching Hours Average | 560.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.31 | 2.52 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.16 | 2.45 |
| Disposition (Summative) (0.00-3.00) Average | 2.54 | 2.60 |
| Foundation of Reading (090) Score Average | 200.50 | 250.00 |
| Foundations of Reading (090) Average Number of Attempts | 1.00 | 1.00 |
| Foundation of Reading (190) Score Average | 227.18 | NA |
| Foundations of Reading (190) Average Number of Attempts | 1.00 | NA |
| Foundations of Reading COVID -19 Waiver Percentage | 53.33% | 0% |
| Praxis Content Knowledge Average Number of Attempts | 1.05 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 78.79% | 88.89% |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 81.82% | NA |

Table 53
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 11 | 3 | 14 |
| Alternate | 7 | 2 | 9 |
| Completers | | | |
| Traditional | 21 | 12 | 33 |
| Alternate | 37 | 11 | 48 |

Table 54
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 13 | 0 | 0 | 1 | 0 | 14 |
| Alternate | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 9 |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 30 | 0 | 0 | 3 | 0 | 33 |
| Alternate | 0 | 0 | 46 | 0 | 0 | 2 | 0 | 48 |

Table 55*2021-2022 Area of Licensure*

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Agriculture (7-12) | 1 | 0 | 1 |
| Biology (7-12) | 0 | 3 | 3 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Elementary Education (K-6) | 8 | 0 | 8 |
| Elementary Education (4-6) | 0 | 1 | 1 |
| English (7-12) | 0 | 1 | 1 |
| Music Ed. Instrumental (K-12) | 2 | 0 | 2 |
| Music Ed. Vocal (K-12) | 3 | 0 | 3 |
| Social Studies (7-12) | 0 | 3 | 3 |
| Completers | | | |
| Biology (7-12) | 1 | 7 | 8 |
| Business Education (7-12) | 0 | 1 | 1 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Elementary Education (K-6) | 15 | 0 | 15 |
| Elementary Education (4-6) | 0 | 1 | 1 |
| English (7-12) | 1 | 7 | 8 |
| Mathematics (7-12) | 1 | 3 | 4 |
| Music Ed. Instrumental (K-12) | 6 | 0 | 6 |
| Music Ed. Vocal (K-12) | 1 | 3 | 4 |
| Physical Education (K-12) | 6 | 8 | 14 |
| Social Studies (7-12) | 2 | 17 | 19 |

BELHAVEN UNIVERSITY

Table 56
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 1 | 532 |
| Total Enrollment | 18 | 1510 |
| Admitted by COVID Test Waiver | 0 | 491 |
| Admittance Core Hours Average | ■ | NA |
| Admittance GPA Average | ■ | 3.18 |
| Admittance ACT Average | ■ | 22.95 |
| Admittance SAT Average | ■ | NA |
| Admittance Praxis CORE Reading Average | ■ | 175.30 |
| Admittance Praxis CORE Writing Average | ■ | 165.40 |
| Admittance Praxis CORE Math Average | ■ | 160.30 |
| Completer Data | | |
| Completed Teacher Education | 4 | 381 |
| Completer GPA Average | ■ | NR |
| Clinical Hrs. Completed (obv/pract) Average | 228.00 | NA |
| Student Teaching Hours Average | 600.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | ■ | NR |
| Impact on Student Learning (Summative) (0.00-3.00) Average | ■ | NR |
| Disposition (Summative) (0.00-3.00) Average | ■ | 2.71 |
| Foundation of Reading (090) Score Average | ■ | 237.00 |
| Foundations of Reading (090) Average Number of Attempts | ■ | 1.20 |
| Foundation of Reading (190) Score Average | ■ | 247.00 |
| Foundations of Reading (190) Average Number of Attempts | ■ | 1.00 |
| Foundations of Reading COVID-19 Waiver Percentage | ■ | 82.14% |
| Praxis Content Knowledge Average Number of Attempts | ■ | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | ■ | 91.35% |
| Praxis PLT Average Number of Attempts | ■ | NA |
| Praxis PLT COVID-19 Waiver Percentage | ■ | NA |

Table 57
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 1 | 0 | 1 |
| Alternate | 447 | 85 | 532 |
| Completers | | | |
| Traditional | 4 | 0 | 4 |
| Alternate | 312 | 69 | 381 |

Table 58
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Alternate | 1 | 2 | 461 | 1 | 7 | 60 | 0 | 532 |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| Alternate | 0 | 0 | 346 | 0 | 1 | 33 | 1 | 381 |

Table 59*2021-2022 Area of Licensure*

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Art (K-12) | 0 | 1 | 1 |
| Biology (7-12) | 0 | 58 | 58 |
| Business Education (7-12) | 0 | 46 | 46 |
| Chemistry (7-12) | 0 | 2 | 2 |
| Elementary Education (4-6) | 0 | 28 | 28 |
| Elementary Education (K-6) | 1 | 0 | 1 |
| English (7-12) | 0 | 78 | 78 |
| Health Education (K-12) | 0 | 9 | 9 |
| Home Economics (7-12) | 0 | 2 | 2 |
| Mathematics (7-12) | 0 | 15 | 15 |
| Music Ed. Instrumental (K-12) | 0 | 2 | 2 |
| Music Ed. Vocal (K-12) | 0 | 2 | 2 |
| Physical Education (K-12) | 0 | 53 | 53 |
| Social Studies (7-12) | 0 | 228 | 228 |
| Speech Communication (7-12) | 0 | 6 | 6 |
| No License Identified | 0 | 2 | 2 |
| Completers | | | |
| Art (K-12) | 0 | 1 | 1 |
| Biology (7-12) | 0 | 42 | 42 |
| Business Education (7-12) | 0 | 35 | 35 |
| Chemistry (7-12) | 0 | 2 | 2 |
| Elementary Education (4-6) | 0 | 16 | 16 |
| Elementary Education (K-6) | 3 | 0 | 3 |
| English (7-12) | 0 | 63 | 63 |
| French (K-12) | 0 | 1 | 1 |
| General Sciences (7-12) | 0 | 1 | 1 |
| Health Education (K-12) | 0 | 4 | 4 |
| Mathematics (7-12) | 0 | 15 | 15 |
| Music Ed. Instrumental (K-12) | 1 | 0 | 1 |
| Music Ed. Vocal (K-12) | 0 | 3 | 3 |
| Physical Education (K-12) | 0 | 40 | 40 |
| Social Studies (7-12) | 0 | 151 | 151 |
| Spanish (K-12) | 0 | 2 | 2 |
| Speech Communication (7-12) | 0 | 5 | 5 |



Table 60
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 57 | NA |
| Total Enrollment | 166 | NA |
| Admitted by COVID Test Waiver | 13 | NA |
| Admittance Core Hours Average | 70.67 | NA |
| Admittance GPA Average | 3.25 | NA |
| Admittance ACT Average | 24.00 | NA |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | NA | NA |
| Admittance Praxis CORE Writing Average | NA | NA |
| Admittance Praxis CORE Math Average | NA | NA |
| Completer Data | | |
| Completed Teacher Education | 42 | NA |
| Completer GPA Average | 3.38 | NA |
| Clinical Hrs. Completed (obv/pract) Average | 135.48 | NA |
| Student Teaching Hours Average | 619.55 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.62 | NA |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.28 | NA |
| Disposition (Summative) (0.00-3.00) Average | 2.88 | NA |
| Foundation of Reading (090) Score Average | NA | NA |
| Foundations of Reading (090) Average Number of Attempts | NA | NA |
| Foundation of Reading (190) Score Average | NA | NA |
| Foundations of Reading (190) Average Number of Attempts | NA | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 100% | NA |
| Praxis Content Knowledge Average Number of Attempts | 2.00 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 97.62% | NA |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 85.71% | NA |

Table 61
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 45 | 12 | 57 |
| Alternate | NA | NA | NA |
| Completers | | | |
| Traditional | 36 | 6 | 42 |
| Alternate | NA | NA | NA |

Table 62
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 8 | 3 | 0 | 46 | 0 | 57 |
| Alternate | NA | NA | NA | NA | NA | NA | NA | NA |
| Completers | | | | | | | | |
| Traditional | | | | | | | | |
| Alternate | NA | NA | NA | NA | NA | NA | NA | NA |

Table 63
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 1 | NA | 1 |
| Elementary Education (K-6) | 38 | NA | 38 |
| English (7-12) | 4 | NA | 4 |
| Mathematics (7-12) | 2 | NA | 2 |
| Music Ed. Instrumental (K-12) | 4 | NA | 4 |
| Music Ed. Vocal (K-12) | 2 | NA | 2 |
| Physical Education (K-12) | 4 | NA | 4 |
| Social Studies (7-12) | 2 | NA | 2 |
| Completers | | | |
| Biology (7-12) | 1 | NA | 1 |
| Elementary Education (K-6) | 31 | NA | 31 |
| English (7-12) | 3 | NA | 3 |
| Physical Education (K-12) | 2 | NA | 2 |
| Social Studies (7-12) | 5 | NA | 5 |

Table 64
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 124 | 34 |
| Total Enrollment | 461 | 125 |
| Admitted by COVID Test Waiver | 16 | 15 |
| Admittance Core Hours Average | 38.43 | NA |
| Admittance GPA Average | 3.36 | 3.21 |
| Admittance ACT Average | 23.95 | 23.17 |
| Admittance SAT Average | 1120.00 | NA |
| Admittance Praxis CORE Reading Average | NA | 172.00 |
| Admittance Praxis CORE Writing Average | NA | 165.00 |
| Admittance Praxis CORE Math Average | NA | 140.00 |
| Completer Data | | |
| Completed Teacher Education | 68 | 30 |
| Completer GPA Average | 3.40 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 256.79 | NA |
| Student Teaching Hours Average | 680.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.50 | 2.72 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.67 | 2.36 |
| Disposition (Summative) (0.00-3.00) Average | 2.80 | 2.94 |
| Foundation of Reading (090) Score Average | NA | 250.00 |
| Foundations of Reading (090) Average Number of Attempts | NA | 1.00 |
| Foundation of Reading (190) Score Average | 255.13 | 261.00 |
| Foundations of Reading (190) Average Number of Attempts | 1.00 | 1.00 |
| Foundations of Reading COVID-19 Waiver Percentage | 85.71% | 0% |
| Praxis Content Knowledge Average Number of Attempts | 1.05 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 75.00% | 64.71% |
| Praxis PLT Average Number of Attempts | 1.04 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 77.94% | NA |

Table 65
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 97 | 27 | 124 |
| Alternate | 24 | 10 | 34 |
| Completers | | | |
| Traditional | 51 | 17 | 68 |
| Alternate | 20 | 10 | 30 |

Table 66
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 21 | 3 | 0 | 100 | 0 | 124 |
| Alternate | 0 | 1 | 22 | 1 | 0 | 10 | 0 | 34 |
| Completers | | | | | | | | |
| Traditional | 0 | 1 | 10 | 2 | 0 | 55 | 0 | 68 |
| Alternate | 0 | 1 | 23 | 0 | 0 | 6 | 0 | 30 |

Table 67
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Art (K-12) | 0 | 1 | 1 |
| Biology (7-12) | 1 | 3 | 4 |
| Business Education (7-12) | 0 | 3 | 3 |
| Chemistry (7-12) | 1 | 1 | 2 |
| Elementary Education (4-6) | 0 | 3 | 3 |
| Elementary Education (K-6) | 71 | 0 | 71 |
| English (7-12) | 12 | 6 | 18 |
| Mathematics (7-12) | 5 | 1 | 6 |
| Music Ed. Instrumental (K-12) | 9 | 0 | 9 |
| Music Ed. Vocal (K-12) | 4 | 0 | 4 |
| Physical Education (K-12) | 15 | 7 | 15 |
| Social Studies (7-12) | 6 | 8 | 14 |
| Spanish (K-12) | 0 | 1 | 1 |
| Completers | | | |
| Art (K-12) | 0 | 1 | 1 |
| Biology (K-12) | 1 | 4 | 5 |
| Business Education (7-12) | 0 | 1 | 1 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Elementary Education (4-6) | 0 | 3 | 3 |
| Elementary Education (K-6) | 42 | 0 | 42 |
| English (7-12) | 0 | 3 | 3 |
| Mathematics (7-12) | 3 | 1 | 4 |
| Music Ed. Instrumental (K-12) | 4 | 0 | 4 |
| Music Ed. Vocal (K-12) | 4 | 0 | 4 |
| Physical Education (K-12) | 12 | 8 | 20 |
| Social Studies (7-12) | 2 | 8 | 10 |



Table 68
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 69 | 93 |
| Total Enrollment | 193 | 568 |
| Admitted by COVID Test Waiver | 11 | 31 |
| Admittance Core Hours Average | 60.00 | NA |
| Admittance GPA Average | 3.29 | 3.16 |
| Admittance ACT Average | NA | NA |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | NA | NA |
| Admittance Praxis CORE Writing Average | NA | NA |
| Admittance Praxis CORE Math Average | NA | NA |
| Completer Data | | |
| Completed Teacher Education | 83 | 243 |
| Completer GPA Average | 3.31 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 120.00 | NA |
| Student Teaching Hours Average | 480.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.67 | 2.71 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.14 | NR |
| Disposition (Summative) (0.00-3.00) Average | 2.84 | 2.86 |
| Foundation of Reading (090) Score Average | NA | NA |
| Foundations of Reading (090) Average Number of Attempts | NA | NA |
| Foundation of Reading (190) Score Average | NA | 235.00 |
| Foundations of Reading (190) Average Number of Attempts | NA | 1.00 |
| Foundations of Reading COVID-19 Waiver Percentage | 100% | 0% |
| Praxis Content Knowledge Average Number of Attempts | 1.75 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 100% | 93.55% |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 97.59% | NA |

Table 69
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 42 | 27 | 69 |
| Alternate | 76 | 17 | 93 |
| Completers | | | |
| Traditional | 58 | 25 | 83 |
| Alternate | 207 | 36 | 243 |

Table 70
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 68 | 1 | 0 | 0 | 0 | 69 |
| Alternate | 0 | 0 | 89 | 0 | 1 | 3 | 0 | 93 |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 82 | 1 | 0 | 0 | 0 | 83 |
| Alternate | 0 | 1 | 241 | 0 | 0 | 1 | 0 | 243 |

Table 71
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 0 | 4 | 4 |
| Business Education (7-12) | 0 | 5 | 5 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Elementary Education (4-6) | 0 | 1 | 1 |
| Elementary Education (K-3) | 14 | 0 | 14 |
| Elementary Education (K-6) | 30 | 0 | 30 |
| English (7-12) | 1 | 27 | 28 |
| Family & Consumer Sci (7-12) | 0 | 1 | 1 |
| Health Education (K-12) | 0 | 3 | 3 |
| Mathematics (7-12) | 1 | 6 | 7 |
| Mild/Mod Disability (K-12) | 1 | 0 | 1 |
| Music Ed. Instrumental (K-12) | 14 | 0 | 14 |
| Music Ed. Vocal (K-12) | 0 | 1 | 1 |
| Physical Education (K-12) | 8 | 5 | 5 |
| Physics (7-12) | 0 | 1 | 1 |
| Social Studies (7-12) | 0 | 38 | 38 |
| Completers | | | |
| Art (K-12) | 0 | 1 | 1 |
| Biology (7-12) | 0 | 12 | 12 |
| Business Education (7-12) | 0 | 27 | 27 |
| Elementary Education (4-6) | 0 | 9 | 9 |
| Elementary Education (K-3) | 4 | 0 | 4 |
| Elementary Education (K-6) | 44 | 0 | 44 |
| English (7-12) | 1 | 86 | 87 |
| French (K-12) | 0 | 1 | 1 |
| Health Education (K-12) | 1 | 22 | 23 |
| Mathematics (7-12) | 0 | 8 | 8 |
| Mild/Mod Disability (K-12) | 4 | 0 | 4 |
| Music Ed. Instrumental (K-12) | 19 | 0 | 19 |
| Music Ed. Vocal (K-12) | 0 | 1 | 1 |
| Physical Education (K-12) | 8 | 10 | 18 |
| Social Studies (7-12) | 2 | 66 | 68 |

MILLSAPS COLLEGE

Table 72
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 0 | NA |
| Total Enrollment | 2 | NA |
| Admitted by COVID Test Waiver | 0 | NA |
| Admittance Core Hours Average | ■ | NA |
| Admittance GPA Average | ■ | NA |
| Admittance ACT Average | ■ | NA |
| Admittance SAT Average | ■ | NA |
| Admittance Praxis CORE Reading Average | ■ | NA |
| Admittance Praxis CORE Writing Average | ■ | NA |
| Admittance Praxis CORE Math Average | ■ | NA |
| Completer Data | | |
| Completed Teacher Education | 2 | NA |
| Completer GPA Average | ■ | NA |
| Clinical Hrs. Completed (obv/pract) Average | 47.00 | NA |
| Student Teaching Hours Average | 480.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | ■ | NA |
| Impact on Student Learning (Summative) (0.00-3.00) Average | ■ | NA |
| Disposition (Summative) (0.00-3.00) Average | ■ | NA |
| Foundation of Reading (090) Score Average | ■ | NA |
| Foundations of Reading (090) Average Number of Attempts | ■ | NA |
| Foundation of Reading (190) Score Average | ■ | NA |
| Foundations of Reading (190) Average Number of Attempts | ■ | NA |
| Foundations of Reading COVID-19 Waiver Percentage | ■ | NA |
| Praxis Content Knowledge Average Number of Attempts | ■ | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | ■ | NA |
| Praxis PLT Average Number of Attempts | ■ | NA |
| Praxis PLT COVID-19 Waiver Percentage | ■ | NA |

Table 73
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 0 | 0 | 0 |
| Alternate | NA | NA | NA |
| Completers | | | |
| Traditional | 2 | 0 | 2 |
| Alternate | NA | NA | NA |

Table 74
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alternate | NA | NA | NA | NA | NA | NA | NA | NA |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| Alternate | NA | NA | NA | NA | NA | NA | NA | NA |

Table 75
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|----------------------------|-------------|-----------|-------|
| Admits | | | |
| Business Education (7-12) | 0 | NA | 0 |
| Social Studies (7-12) | 0 | NA | 0 |
| Completers | | | |
| Elementary Education (K-6) | 1 | NA | 0 |
| Social Studies (7-12) | 1 | NA | 0 |



Table 76
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 56 | 15 |
| Total Enrollment | 166 | 41 |
| Admitted by COVID Test Waiver | 2 | 10 |
| Admittance Core Hours Average | 63.20 | NA |
| Admittance GPA Average | 3.54 | 3.39 |
| Admittance ACT Average | 25.49 | 26.67 |
| Admittance SAT Average | 1105.00 | NA |
| Admittance Praxis CORE Reading Average | NA | 180.00 |
| Admittance Praxis CORE Writing Average | NA | 170.00 |
| Admittance Praxis CORE Math Average | NA | 153.00 |
| Completer Data | | |
| Completed Teacher Education | 57 | 23 |
| Completer GPA Average | 3.62 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 133.35 | NA |
| Student Teaching Hours Average | 600.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.76 | 2.61 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.68 | 2.37 |
| Disposition (Summative) (0.00-3.00) Average | 2.86 | 2.87 |
| Foundation of Reading (090) Score Average | 248.43 | NA |
| Foundations of Reading (090) Average Number of Attempts | 1.00 | NA |
| Foundation of Reading (190) Score Average | NA | NA |
| Foundations of Reading (190) Average Number of Attempts | NA | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 82.86% | NA |
| Praxis Content Knowledge Average Number of Attempts | 1.14 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 94.74% | 66.67% |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 92.98% | NA |

Table 77
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 51 | 5 | 56 |
| Alternate | 10 | 5 | 15 |
| Completers | | | |
| Traditional | 48 | 9 | 57 |
| Alternate | 18 | 5 | 23 |

Table 78
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 6 | 0 | 0 | 49 | 1 | 56 |
| Alternate | 0 | 0 | 5 | 0 | 0 | 10 | 0 | 15 |
| Completers | | | | | | | | |
| Traditional | 0 | 1 | 5 | 0 | 0 | 51 | 0 | 57 |
| Alternate | 0 | 0 | 8 | 0 | 0 | 15 | 0 | 23 |

Table 79
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Art (K-12) | 5 | 2 | 7 |
| Biology (7-12) | 3 | 1 | 4 |
| Chemistry (7-12) | 1 | 0 | 1 |
| Elementary Education (4-6) | 0 | 1 | 1 |
| Elementary Education (K-6) | 33 | 0 | 33 |
| English (7-12) | 1 | 2 | 3 |
| Mathematics (7-12) | 5 | 1 | 6 |
| Music Ed. Instrumental (K-12) | 1 | 0 | 1 |
| Music Ed. Vocal (K-12) | 2 | 0 | 2 |
| Physical Education (K-12) | 1 | 2 | 3 |
| Social Studies (7-12) | 4 | 6 | 10 |
| Completers | | | |
| Art (K-12) | 4 | 3 | 7 |
| Biology (7-12) | 2 | 1 | 3 |
| Business Education (7-12) | 0 | 1 | 1 |
| Elementary Education (4-6) | 0 | 3 | 3 |
| Elementary Education (K-6) | 35 | 0 | 35 |
| English (7-12) | 2 | 4 | 6 |
| Music Ed. Instrumental (K-12) | 1 | 0 | 1 |
| Music Ed. Vocal (K-12) | 3 | 0 | 3 |
| Physical Education (K-12) | 7 | 3 | 10 |
| Social Studies (7-12) | 3 | 8 | 11 |



Table 80
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 396 | 142 |
| Total Enrollment | 948 | 420 |
| Admitted by COVID Test Waiver | 25 | 101 |
| Admittance Core Hours Average | 46.70 | NA |
| Admittance GPA Average | 3.39 | 3.25 |
| Admittance ACT Average | 24.97 | 23.80 |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | 181.33 | 168.00 |
| Admittance Praxis CORE Writing Average | 167.33 | 166.00 |
| Admittance Praxis CORE Math Average | 164.00 | 140.00 |
| Completer Data | | |
| Completed Teacher Education | 321 | 193 |
| Completer GPA Average | 3.45 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 161.26 | NA |
| Student Teaching Hours Average | 640.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.85 | 2.78 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.70 | 2.66 |
| Disposition (Summative) (0.00-3.00) Average | 2.96 | 2.91 |
| Foundation of Reading (090) Score Average | 223.45 | NA |
| Foundations of Reading (090) Average Number of Attempts | 1.00 | NA |
| Foundation of Reading (190) Score Average | 238.41 | NA |
| Foundations of Reading (190) Average Number of Attempts | 1.00 | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 57.58% | NA |
| Praxis Content Knowledge Average Number of Attempts | 1.05 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 42.99% | 72.54% |
| Praxis PLT Average Number of Attempts | 1.06 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 44.24% | NA |

Table 81
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 332 | 64 | 396 |
| Alternate | 94 | 48 | 142 |
| Completers | | | |
| Traditional | 262 | 59 | 321 |
| Alternate | 137 | 56 | 193 |

Table 82
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 5 | 38 | 19 | 7 | 327 | 0 | 396 |
| Alternate | 2 | 0 | 49 | 6 | 4 | 81 | 0 | 142 |
| Completers | | | | | | | | |
| Traditional | 1 | 0 | 36 | 8 | 4 | 272 | 0 | 321 |
| Alternate | 4 | 0 | 81 | 1 | 1 | 106 | 0 | 193 |

Table 83*2021-2022 Area of Licensure*

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 12 | 21 | 33 |
| Chemistry (7-12) | 1 | 2 | 3 |
| Elementary Education (K-6) | 271 | 0 | 271 |
| English (7-12) | 14 | 16 | 30 |
| Mathematics (7-12) | 13 | 18 | 31 |
| Mild/Mod Disability (K-12) | 27 | 21 | 48 |
| Music Ed. Instrumental (K-12) | 8 | 0 | 8 |
| Music Ed. Vocal (K-12) | 6 | 0 | 6 |
| Physical Education (K-12) | 19 | 17 | 36 |
| Social Studies (7-12) | 25 | 46 | 71 |
| Spanish (K-12) | 0 | 1 | 1 |
| Completers | | | |
| Art (K-12) | 0 | 1 | 1 |
| Biology (7-12) | 10 | 17 | 27 |
| Business Education (7-12) | 0 | 1 | 1 |
| Chemistry (7-12) | 0 | 2 | 2 |
| Elementary Education (K-3) | 19 | 0 | 19 |
| Elementary Education (K-6) | 179 | 0 | 179 |
| English (7-12) | 15 | 33 | 48 |
| Mathematics (7-12) | 10 | 10 | 20 |
| Mild/Mod Disability (K-12) | 30 | 50 | 80 |
| Music Ed. Instrumental (K-12) | 9 | 1 | 10 |
| Music Ed. Vocal (K-12) | 8 | 0 | 8 |
| Physical Education (K-12) | 16 | 15 | 31 |
| Physics (7-12) | 2 | 0 | 2 |
| Social Studies (7-12) | 23 | 63 | 86 |

Table 84
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 29 | 18 |
| Total Enrollment | 69 | 58 |
| Admitted by COVID Test Waiver | 3 | 2 |
| Admittance Core Hours Average | 117.45 | NA |
| Admittance GPA Average | 3.34 | 3.35 |
| Admittance ACT Average | 24.60 | NA |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | NA | NA |
| Admittance Praxis CORE Writing Average | NA | NA |
| Admittance Praxis CORE Math Average | NA | NA |
| Completer Data | | |
| Completed Teacher Education | 36 | 5 |
| Completer GPA Average | 3.46 | ■ |
| Clinical Hrs. Completed (obv/pract) Average | 147.78 | NA |
| Student Teaching Hours Average | 480.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.85 | ■ |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.64 | ■ |
| Disposition (Summative) (0.00-3.00) Average | 2.96 | ■ |
| Foundation of Reading (090) Score Average | 242.00 | NA |
| Foundations of Reading (090) Average Number of Attempts | 1.00 | NA |
| Foundation of Reading (190) Score Average | NA | NA |
| Foundations of Reading (190) Average Number of Attempts | NA | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 93.75% | NA |
| Praxis Content Knowledge Average Number of Attempts | 1.00 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 94.44% | ■ |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 97.22% | NA |

Table 85
2021-2022 Gender

| | Female | Male | Non-Binary | Total |
|-------------------|--------|------|------------|-------|
| Admits | | | | |
| Traditional | 27 | 1 | 1 | 28 |
| Alternate | 15 | 3 | 0 | 18 |
| Completers | | | | |
| Traditional | 34 | 2 | 0 | 36 |
| Alternate | 4 | 1 | 0 | 5 |

Table 86
2021-2022 Race/Ethnicity

| | Am Indian/Alaskan Native | Asian/Pacific | Black/African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|--------------------------|---------------|------------------------|----------|----------|-------|--------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 6 | 0 | 0 | 23 | 0 | 29 |
| Alternate | 0 | 0 | 4 | 0 | 0 | 14 | 0 | 18 |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 8 | 1 | 0 | 27 | 0 | 36 |
| Alternate | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 5 |

Table 87
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 0 | 1 | 1 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Drama (K-12) | 2 | 0 | 2 |
| Elementary Education (K-6) | 21 | 0 | 21 |
| English (7-12) | 1 | 0 | 1 |
| Family & Consumer Sci (7-12) | 0 | 1 | 1 |
| Health Education (K-12) | 0 | 1 | 1 |
| Mathematics (7-12) | 5 | 0 | 5 |
| Social Studies (7-12) | 0 | 14 | 14 |
| Completers | | | |
| Art (K-12) | 0 | 1 | 1 |
| Drama (K-12) Performing | 1 | 0 | 1 |
| Elementary Education (K-6) | 32 | 0 | 32 |
| English (7-12) | 1 | 0 | 1 |
| Music Ed. Instrumental (K-12) | 1 | 0 | 1 |
| Social Studies (7-12) | 1 | 3 | 4 |
| Spanish (K-12) | 0 | 1 | 1 |



Table 88
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 91 | 18 |
| Total Enrollment | 92 | 124 |
| Admitted by COVID Test Waiver | 34 | 18 |
| Admittance Core Hours Average | 39.87 | NA |
| Admittance GPA Average | 3.14 | 3.06 |
| Admittance ACT Average | NA | NA |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | NA | NA |
| Admittance Praxis CORE Writing Average | NA | NA |
| Admittance Praxis CORE Math Average | NA | NA |
| Completer Data | | |
| Completed Teacher Education | 18 | 63 |
| Completer GPA Average | 3.26 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 111.67 | NA |
| Student Teaching Hours Average | 640.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.00 | 2.00 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.00 | 2.00 |
| Disposition (Summative) (0.00-3.00) Average | 2.00 | 2.00 |
| Foundation of Reading (090) Score Average | NA | NA |
| Foundations of Reading (090) Average Number of Attempts | NA | NA |
| Foundation of Reading (190) Score Average | NA | NA |
| Foundations of Reading (190) Average Number of Attempts | NA | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 100% | NA |
| Praxis Content Knowledge Average Number of Attempts | NA | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 100% | 100% |
| Praxis PLT Average Number of Attempts | NA | NA |
| Praxis PLT COVID-19 Waiver Percentage | 100% | NA |

Table 89
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 63 | 28 | 91 |
| Alternate | 12 | 6 | 18 |
| Completers | | | |
| Traditional | 12 | 6 | 18 |
| Alternate | 52 | 11 | 63 |

Table 90
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 1 | 89 | 0 | 0 | 1 | 0 | 91 |
| Alternate | 0 | 0 | 17 | 1 | 0 | 0 | 0 | 18 |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 18 |
| Alternate | 0 | 1 | 61 | 0 | 0 | 1 | 0 | 63 |

Table 91
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 6 | 1 | 7 |
| Elementary Education (K-6) | 56 | 0 | 56 |
| English (7-12) | 4 | 2 | 6 |
| Mathematics (7-12) | 2 | 1 | 3 |
| Music Ed. Instrumental (K-12) | 2 | 0 | 2 |
| Physical Education (K-12) | 20 | 2 | 22 |
| Social Studies (7-12) | 1 | 12 | 13 |
| Completers | | | |
| Biology (7-12) | 0 | 2 | 2 |
| Elementary Education (K-6) | 10 | 0 | 10 |
| English (7-12) | 1 | 4 | 5 |
| Music Ed. Instrumental (K-12) | 0 | 1 | 1 |
| Physical Education (K-12) | 7 | 13 | 20 |
| Social Studies (K-12) | 0 | 43 | 43 |



Table 92
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 5 | NA |
| Total Enrollment | 5 | NA |
| Admitted by COVID Test Waiver | ■ | NA |
| Admittance Core Hours Average | ■ | NA |
| Admittance GPA Average | ■ | NA |
| Admittance ACT Average | ■ | NA |
| Admittance SAT Average | ■ | NA |
| Admittance Praxis CORE Reading Average | ■ | NA |
| Admittance Praxis CORE Writing Average | ■ | NA |
| Admittance Praxis CORE Math Average | ■ | NA |
| Completer Data | | |
| Completed Teacher Education | 5 | NA |
| Completer GPA Average | ■ | NA |
| Clinical Hrs. Completed (obv/pract) Average | 66.00 | NA |
| Student Teaching Hours Average | 556.80 | NA |
| TIAI (Summative) (0.00-3.00) Average | ■ | NA |
| Impact on Student Learning (Summative) (0.00-3.00) Average | ■ | NA |
| Disposition (Summative) (0.00-3.00) Average | ■ | NA |
| Foundation of Reading (090) Score Average | ■ | NA |
| Foundations of Reading (090) Average Number of Attempts | ■ | NA |
| Foundation of Reading (190) Score Average | ■ | NA |
| Foundations of Reading (190) Average Number of Attempts | ■ | NA |
| Foundations of Reading COVID-19 Waiver Percentage | ■ | NA |
| Praxis Content Knowledge Average Number of Attempts | ■ | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | ■ | NA |
| Praxis PLT Average Number of Attempts | ■ | NA |
| Praxis PLT COVID-19 Waiver Percentage | ■ | NA |

Table 93
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 4 | 1 | 5 |
| Alternate | NA | NA | NA |
| Completers | | | |
| Traditional | 4 | 1 | 5 |
| Alternate | NA | NA | NA |

Table 94
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Alternate | NA | NA | NA | NA | NA | NA | NA | NA |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Alternate | NA | NA | NA | NA | NA | NA | NA | NA |

Table 95
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|----------------------------|-------------|-----------|-------|
| Admits | | | |
| Elementary Education (K-6) | 3 | NA | 3 |
| Mathematics (7-12) | 2 | NA | 2 |
| Completers | | | |
| Elementary Education (K-6) | 3 | NA | 3 |
| Mathematics (7-12) | 2 | NA | 2 |



Table 96
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 4 | 0 |
| Total Enrollment | 12 | 0 |
| Admitted by COVID Test Waiver | ■ | NA |
| Admittance Core Hours Average | ■ | NA |
| Admittance GPA Average | ■ | NA |
| Admittance ACT Average | ■ | NA |
| Admittance SAT Average | ■ | NA |
| Admittance Praxis CORE Reading Average | ■ | NA |
| Admittance Praxis CORE Writing Average | ■ | NA |
| Admittance Praxis CORE Math Average | ■ | NA |
| Completer Data | | |
| Completed Teacher Education | 12 | 0 |
| Completer GPA Average | 3.26 | NA |
| Clinical Hrs. Completed (obv/pract) Average | 120.00 | NA |
| Student Teaching Hours Average | 480.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.95 | NA |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.92 | NA |
| Disposition (Summative) (0.00-3.00) Average | 3.00 | NA |
| Foundation of Reading (090) Score Average | NA | NA |
| Foundations of Reading (090) Average Number of Attempts | NA | NA |
| Foundation of Reading (190) Score Average | NA | NA |
| Foundations of Reading (190) Average Number of Attempts | NA | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 100% | NA |
| Praxis Content Knowledge Average Number of Attempts | 1.00 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 100% | NA |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 91.67% | NA |

Table 97
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 4 | 0 | 4 |
| Alternate | 0 | 0 | 0 |
| Completers | | | |
| Traditional | 11 | 1 | 12 |
| Alternate | 0 | 0 | 0 |

Table 98
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| Alternate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Completers | | | | | | | | |
| Traditional | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| Alternate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 99
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|----------------------------|-------------|-----------|-------|
| Admits | | | |
| Elementary Education (K-6) | 4 | NA | 4 |
| Completers | | | |
| Elementary Education (K-6) | 12 | 0 | 12 |



Table 100
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 241 | 36 |
| Total Enrollment | 472 | 84 |
| Admitted by COVID Test Waiver | 33 | 1 |
| Admittance Core Hours Average | 45.68 | NA |
| Admittance GPA Average | 3.44 | 3.44 |
| Admittance ACT Average | 26.58 | 23.67 |
| Admittance SAT Average | 1186.67 | 1333.33 |
| Admittance Praxis CORE Reading Average | NA | 178.00 |
| Admittance Praxis CORE Writing Average | NA | 162.00 |
| Admittance Praxis CORE Math Average | NA | 164.00 |
| Completer Data | | |
| Completed Teacher Education | 248 | 48 |
| Completer GPA Average | 3.54 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 244.15 | NA |
| Student Teaching Hours Average | 560.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.46 | 2.39 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.31 | 2.56 |
| Disposition (Summative) (0.00-3.00) Average | 2.74 | 2.61 |
| Foundation of Reading (090) Score Average | 242.50 | NA |
| Foundations of Reading (090) Average Number of Attempts | 1.50 | NA |
| Foundation of Reading (190) Score Average | 248.71 | NA |
| Foundations of Reading (190) Average Number of Attempts | 1.09 | NA |
| Foundations of Reading COVID-19 Waiver Percentage | 82.42% | NA |
| Praxis Content Knowledge Average Number of Attempts | 1.08 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 70.97% | 41.67% |
| Praxis PLT Average Number of Attempts | 1.04 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 76.21% | NA |

Table 101
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 195 | 46 | 241 |
| Alternate | 20 | 16 | 36 |
| Completers | | | |
| Traditional | 222 | 26 | 248 |
| Alternate | 34 | 14 | 48 |

Table 102
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 3 | 25 | 11 | 3 | 199 | 0 | 241 |
| Alternate | 0 | 1 | 9 | 0 | 0 | 26 | 0 | 36 |
| Completers | | | | | | | | |
| Traditional | 1 | 3 | 18 | 10 | 2 | 214 | 0 | 248 |
| Alternate | 1 | 1 | 19 | 3 | 0 | 24 | 0 | 48 |

Table 103*2021-2022 Area of Licensure*

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 7 | 3 | 10 |
| Business Education (7-12) | 0 | 1 | 1 |
| Chemistry (7-12) | 3 | 0 | 3 |
| Elementary Education (K-6) | 158 | 0 | 158 |
| English (7-12) | 22 | 13 | 35 |
| Health Education (K-12) | 2 | 0 | 2 |
| Mathematics (7-12) | 8 | 7 | 15 |
| Mild/Mod Disability (K-12) | 9 | 0 | 9 |
| Music Ed. Instrumental (K-12) | 12 | 0 | 12 |
| Music Ed. Vocal (K-12) | 5 | 1 | 6 |
| Physics (7-12) | 1 | 0 | 1 |
| Social Studies (7-12) | 14 | 11 | 25 |
| Completers | | | |
| Biology (7-12) | 3 | 6 | 9 |
| Chemistry (7-12) | 1 | 1 | 2 |
| Elementary Education (K-6) | 165 | 0 | 165 |
| English (7-12) | 22 | 13 | 35 |
| German (K-12) | 0 | 1 | 1 |
| Mathematics (7-12) | 12 | 4 | 16 |
| Mild/Mod Disability (K-12) | 13 | 0 | 13 |
| Music Ed. Instrumental (K-12) | 12 | 0 | 12 |
| Music Ed. Vocal (K-12) | 5 | 0 | 5 |
| Social Studies (7-12) | 15 | 21 | 36 |
| Spanish (K-12) | 0 | 2 | 2 |



Table 104
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 376 | 22 |
| Total Enrollment | 932 | 73 |
| Admitted by COVID Test Waiver | 51 | 2 |
| Admittance Core Hours Average | 75.94 | NA |
| Admittance GPA Average | 3.32 | 3.36 |
| Admittance ACT Average | 24.55 | 25.20 |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | 170.00 | 184.00 |
| Admittance Praxis CORE Writing Average | 168.00 | 171.33 |
| Admittance Praxis CORE Math Average | 142.00 | 170.00 |
| Completer Data | | |
| Completed Teacher Education | 299 | 31 |
| Completer GPA Average | 3.52 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 284.29 | NA |
| Student Teaching Hours Average | 480.00 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.73 | 2.35 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.48 | 2.33 |
| Disposition (Summative) (0.00-3.00) Average | 2.88 | 2.78 |
| Foundation of Reading (090) Score Average | 224.96 | NA |
| Foundations of Reading (090) Average Number of Attempts | 1.25 | NA |
| Foundation of Reading (190) Score Average | 229.64 | 248.50 |
| Foundations of Reading (190) Average Number of Attempts | 1.20 | 1.00 |
| Foundations of Reading COVID-19 Waiver Percentage | 87.25% | 50.00% |
| Praxis Content Knowledge Average Number of Attempts | 1.09 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 84.95% | 40.91% |
| Praxis PLT Average Number of Attempts | 1.04 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 87.29% | NA |

Table 105
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 314 | 62 | 376 |
| Alternate | 16 | 6 | 22 |
| Completers | | | |
| Traditional | 251 | 48 | 299 |
| Alternate | 20 | 11 | 31 |

Table 106
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 1 | 1 | 41 | 13 | 6 | 314 | 0 | 376 |
| Alternate | 0 | 2 | 9 | 0 | 1 | 10 | 0 | 22 |
| Completers | | | | | | | | |
| Traditional | 1 | 1 | 43 | 6 | 12 | 236 | 0 | 299 |
| Alternate | 0 | 0 | 5 | 0 | 1 | 25 | 0 | 31 |

Table 107
2021-2022 Area of Licensure

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Biology (7-12) | 1 | 2 | 3 |
| Dancing (K-12) Performing | 1 | 0 | 1 |
| Elementary Education (K-6) | 250 | 0 | 250 |
| Elementary Education (4-6) | 0 | 8 | 8 |
| English (7-12) | 31 | 3 | 34 |
| French (K-12) | 1 | 0 | 1 |
| Health Education (K-12) | 0 | 1 | 1 |
| Library/Media (K-12) | 0 | 1 | 1 |
| Mathematics (7-12) | 4 | 2 | 6 |
| Mild/Mod Disability (K-12) | 7 | 0 | 7 |
| Music Ed. Instrumental (K-12) | 18 | 0 | 18 |
| Music Ed. Vocal (K-12) | 17 | 0 | 17 |
| Physical Education (K-12) | 21 | 0 | 21 |
| Social Studies (7-12) | 24 | 5 | 29 |
| Spanish (K-12) | 1 | 0 | 1 |
| Completers | | | |
| Art (K-12) | 0 | 3 | 3 |
| Biology (7-12) | 3 | 6 | 9 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Dancing (K-12) | 3 | 0 | 3 |
| Elementary Education (K-6) | 204 | 0 | 204 |
| English (7-12) | 12 | 10 | 22 |
| Health (K-12) | 0 | 2 | 2 |
| Mathematics (7-12) | 2 | 2 | 4 |
| Mild/Mod Disability (K-12) | 11 | 0 | 11 |
| Music Ed. Instrumental (K-12) | 18 | 0 | 18 |
| Music Ed. Vocal (K-12) | 9 | 0 | 9 |
| Physical Education (K-12) | 15 | 1 | 16 |
| Social Studies (7-12) | 19 | 5 | 24 |
| Spanish (K-12) | 3 | 1 | 4 |



Table 108
2021-2022 Comparison of Preparation

| | Traditional | Alternate |
|--|-------------|-----------|
| Admittance Data | | |
| Admitted into Traditional Teacher Education | 124 | 180 |
| Total Enrollment | 419 | 598 |
| Admitted by COVID Test Waiver | 40 | 109 |
| Admittance Core Hours Average | 61.53 | NA |
| Admittance GPA Average | 3.24 | 3.33 |
| Admittance ACT Average | 23.87 | 25.57 |
| Admittance SAT Average | NA | NA |
| Admittance Praxis CORE Reading Average | 162.00 | 178.80 |
| Admittance Praxis CORE Writing Average | 166.00 | 169.73 |
| Admittance Praxis CORE Math Average | 144.00 | 165.47 |
| Completer Data | | |
| Completed Teacher Education | 152 | 259 |
| Completer GPA Average | 3.38 | NR |
| Clinical Hrs. Completed (obv/pract) Average | 236.93 | NA |
| Student Teaching Hours Average | 488.57 | NA |
| TIAI (Summative) (0.00-3.00) Average | 2.54 | 2.52 |
| Impact on Student Learning (Summative) (0.00-3.00) Average | 2.08 | NR |
| Disposition (Summative) (0.00-3.00) Average | 2.74 | 2.80 |
| Foundation of Reading (090) Score Average | NA | 245.00 |
| Foundations of Reading (090) Average Number of Attempts | NA | 3.00 |
| Foundation of Reading (190) Score Average | 222.33 | 255.50 |
| Foundations of Reading (190) Average Number of Attempts | 1.00 | 1.17 |
| Foundations of Reading COVID-19 Waiver Percentage | 100% | 65.00% |
| Praxis Content Knowledge Average Number of Attempts | 1.00 | NA |
| Praxis Content Knowledge COVID-19 Waiver Percentage | 94.74% | 46.11% |
| Praxis PLT Average Number of Attempts | 1.00 | NA |
| Praxis PLT COVID-19 Waiver Percentage | 92.76% | NA |

Table 109
2021-2022 Gender

| | Female | Male | Total |
|-------------------|--------|------|-------|
| Admits | | | |
| Traditional | 117 | 7 | 124 |
| Alternate | 127 | 53 | 180 |
| Completers | | | |
| Traditional | 142 | 10 | 152 |
| Alternate | 181 | 78 | 259 |

Table 110
2021-2022 Race/Ethnicity

| | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Not Reported | Total |
|-------------------|------------------------------------|-------------------------------|-------------------------------|----------|----------|-------|-----------------|-------|
| Admits | | | | | | | | |
| Traditional | 0 | 2 | 22 | 5 | 2 | 93 | 0 | 124 |
| Alternate | 0 | 1 | 78 | 2 | 0 | 98 | 1 | 180 |
| Completers | | | | | | | | |
| Traditional | 1 | 1 | 25 | 3 | 1 | 121 | 0 | 152 |
| Alternate | 0 | 2 | 137 | 7 | 1 | 112 | 0 | 259 |

Table 111*2021-2022 Area of Licensure*

| Area of Licensure | Traditional | Alternate | Total |
|-------------------------------|-------------|-----------|-------|
| Admits | | | |
| Art (K-12) | 0 | 5 | 5 |
| Biology (7-12) | 0 | 13 | 13 |
| Business Education (7-12) | 0 | 10 | 10 |
| Chemistry (7-12) | 0 | 2 | 2 |
| Elementary Education (4-6) | 0 | 20 | 20 |
| Elementary Education (K-6) | 117 | 0 | 117 |
| English (7-12) | 5 | 19 | 24 |
| Family & Consumer Sci (7-12) | 0 | 4 | 4 |
| Health Education (K-12) | 0 | 8 | 8 |
| Mathematics (7-12) | 2 | 6 | 8 |
| Mild/Mod Disability (K-12) | 0 | 35 | 35 |
| Physical Education (K-12) | 0 | 14 | 14 |
| Physics (7-12) | 0 | 1 | 1 |
| Social Studies (7-12) | 0 | 37 | 37 |
| Spanish (K-12) | 0 | 1 | 1 |
| No License Identified | 0 | 5 | 5 |
| Completers | | | |
| Art (K-12) | 0 | 2 | 2 |
| Biology (7-12) | 0 | 20 | 20 |
| Business Education (7-12) | 0 | 17 | 17 |
| Chemistry (7-12) | 0 | 1 | 1 |
| Elementary Education (4-6) | 0 | 26 | 26 |
| Elementary Education (K-6) | 125 | 0 | 125 |
| English (7-12) | 6 | 39 | 45 |
| Family & Consumer Sci (7-12) | 0 | 6 | 6 |
| French (K-12) | 0 | 1 | 1 |
| Health Education (K-12) | 0 | 2 | 2 |
| Mathematics (7-12) | 4 | 17 | 21 |
| Mild/Mod Disability (K-12) | 0 | 53 | 53 |
| Music Ed. Instrumental (K-12) | 10 | 0 | 10 |
| Music Ed. Vocal (K-12) | 6 | 1 | 7 |
| Physical Education (K-12) | 0 | 25 | 25 |
| Social Studies (7-12) | 1 | 41 | 42 |
| Spanish (K-12) | 0 | 6 | 6 |
| Speech Communication (7-12) | 0 | 2 | 2 |

SECTION XI: Educational Leadership Program Data

The following data were provided by the eight EPPs that offer Educational Leadership programs for admitted and completer candidates. The following data points were requested:

| Admitted |
|--|
| Total Number of Leadership Candidates Admitted |
| Average of All Candidate Admit GPAs |
| Total Number of Leadership Candidates Enrolled |
| Average Years of Teaching |
| Completed |
| Total Number of Leadership Completers |
| Average of Leadership Completer GPAs |
| Average Internship Clock Hours Completed |
| Average Credit Hours Earned |
| Average Number of Times Attempted SLLA |

| Private EPPs | Public EPPs |
|-------------------------------|--|
| Belhaven University (BU) | Delta State University (DSU) |
| Mississippi College (MC) | Jackson State University (JSU) |
| William Carey University (WC) | Mississippi State University (MSU) |
| | University of Mississippi (UM) |
| | University of Southern Mississippi (USM) |

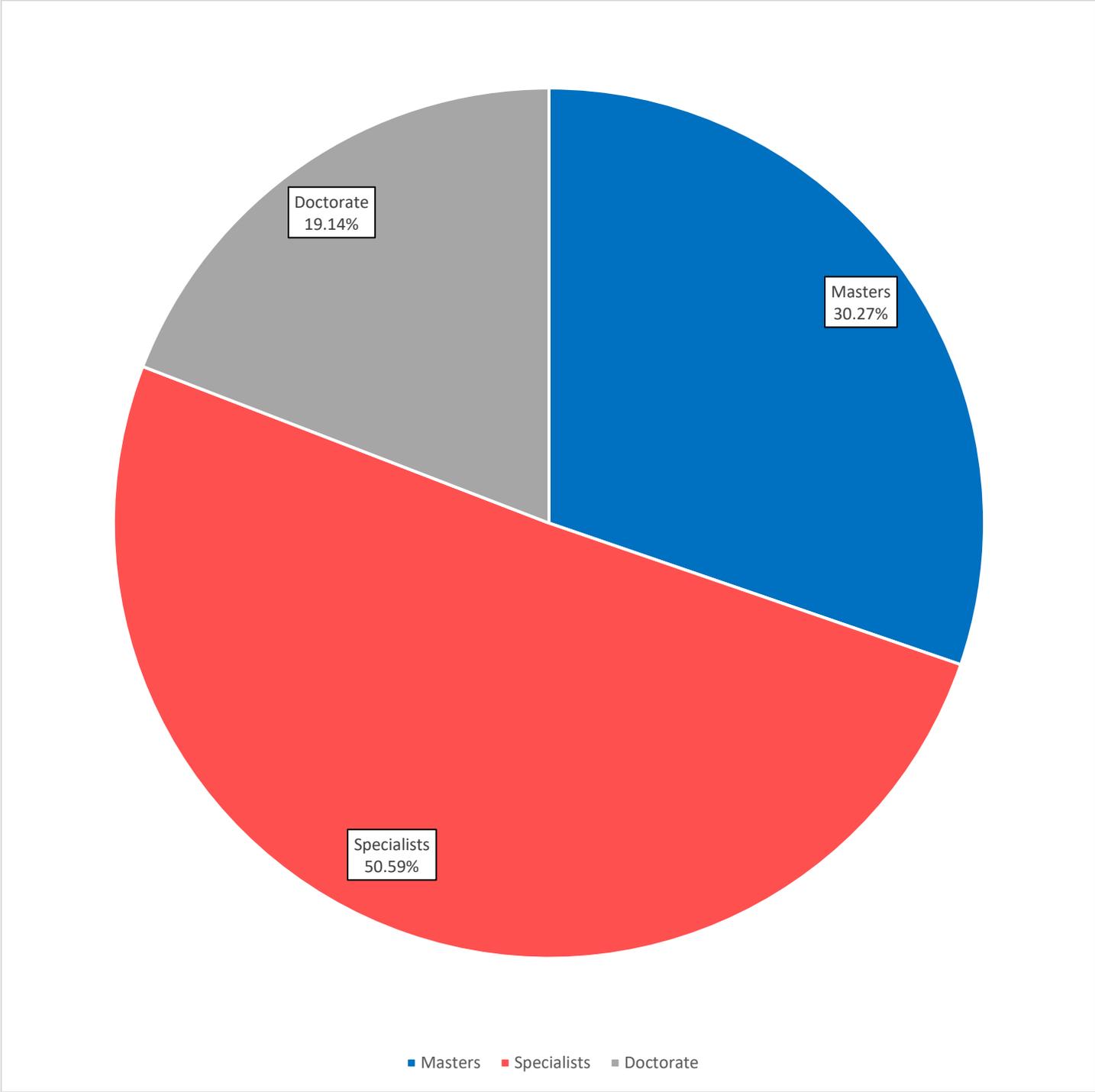
Table 112*2021-2022 Admitted Leadership Candidates by EPP*

| | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total/Avg |
|--|------|------|-------|------|-------|------|-------|------|-----------|
| Total number of Administrator admitted | | | | | | | | | |
| Masters | 17 | 21 | 7 | 61 | 10 | 21 | 6 | 12 | 155 |
| Specialists | 34 | 35 | 27 | 39 | 16 | 41 | 6 | 61 | 259 |
| Doctoral | 0 | 0 | 9 | 0 | 0 | 0 | 88 | 1 | 98 |
| Average Administrator admit GPAs | | | | | | | | | |
| Masters | 3.08 | 3.35 | 3.52 | 3.41 | 3.53 | 3.51 | 3.66 | 3.35 | 3.40 |
| Specialists | 3.46 | 3.72 | 3.55 | 3.59 | 3.71 | 3.46 | 3.49 | 3.70 | 3.60 |
| Doctoral | NA | NA | 3.63 | NA | NA | NA | 3.74 | 3.80 | 3.73 |
| Average number of years teaching | | | | | | | | | |
| Masters | 8.82 | 9.29 | 5.29 | 7.64 | 7.70 | 9.14 | 8.33 | 7.92 | 8.14 |
| Specialists | 6.38 | 7.51 | 6.59 | 6.64 | 11.56 | 9.24 | 10.67 | 7.52 | 7.74 |
| Doctoral | NA | NA | 10.89 | NA | NA | NA | 13.73 | 2.00 | 13.35 |

512

**Admitted Candidates into
Leadership Programs**

Figure 54
2021-2022 Leadership Admitted Candidates



Admitted Leadership by Gender

In 2021-2022, the eight EPP leadership programs admitted a total of 512 candidates for all program levels. Females represented 71.48% (n=366) of admitted candidates and male candidates represented 28.52% (n=146).

Table 113

2021-2022 Admitted Leadership Program Candidates by Gender

| Gender | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|--------|----|-----|-----|-----|-----|----|-----|-----|-------|
| Female | 42 | 45 | 26 | 65 | 20 | 44 | 67 | 57 | 366 |
| Male | 9 | 11 | 17 | 35 | 6 | 18 | 33 | 17 | 146 |
| Total | 51 | 56 | 43 | 100 | 26 | 62 | 100 | 74 | 512 |

Figure 55

2021-2022 Admitted Leadership Program Candidates by Gender

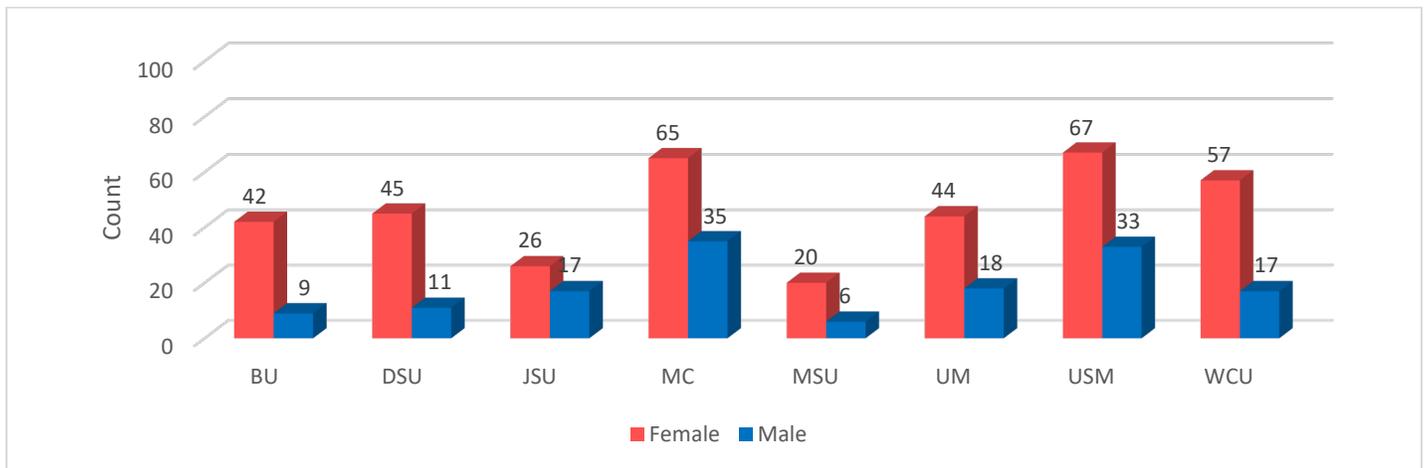
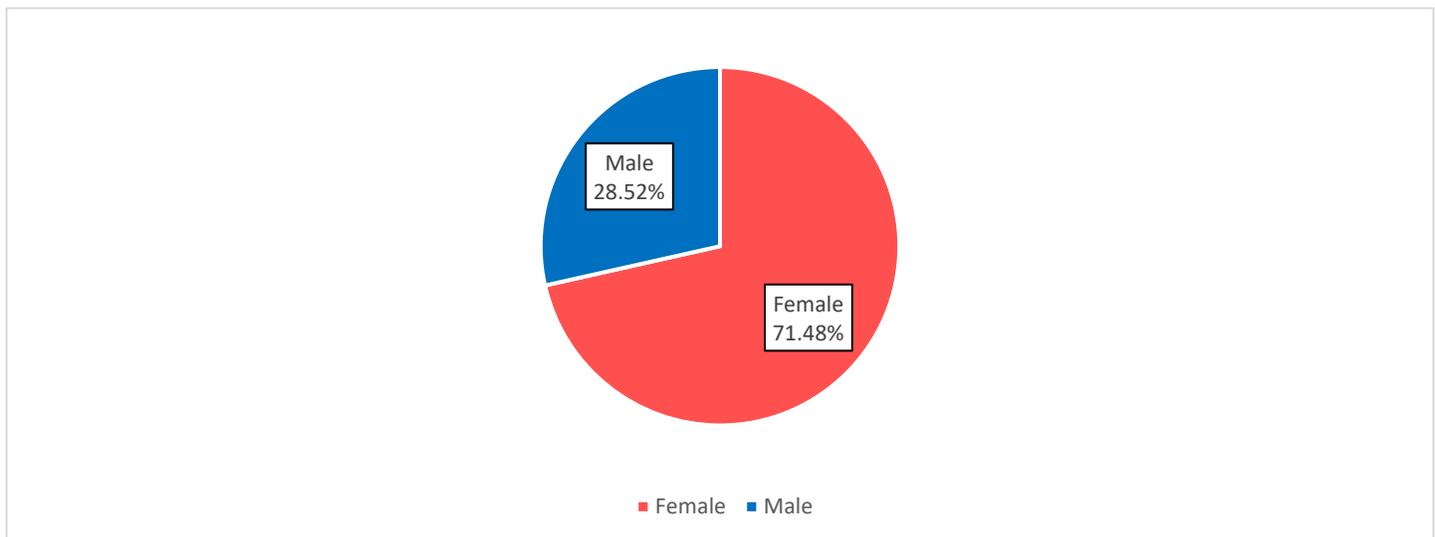


Figure 56

2021-2022 Admitted Leadership Program Candidates by Gender



Admitted Leadership Program Candidates by Ethnicity

In 2021-2022, the eight EPP leadership programs admitted a total of 512 candidates. The following data represent the ethnicity of all admitted candidates.

Table 114
2021-2022 Admitted Leadership Program Candidates by Ethnicity

| Ethnicity | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|------------------------|-----------|-----------|-----------|------------|-----------|-----------|------------|-----------|------------|
| Am. Indian/AK Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Asian/Pacific Islander | 0 | 2 | 0 | 1 | 0 | 1 | 2 | 0 | 5 |
| Black/African American | 41 | 26 | 43 | 34 | 15 | 36 | 40 | 32 | 267 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| Multiple | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 4 |
| White | 9 | 28 | 0 | 65 | 11 | 24 | 53 | 40 | 230 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Total | 51 | 56 | 43 | 100 | 26 | 62 | 100 | 74 | 512 |

Figure 57
2021-2022 Admitted Leadership Program Candidates by Ethnicity

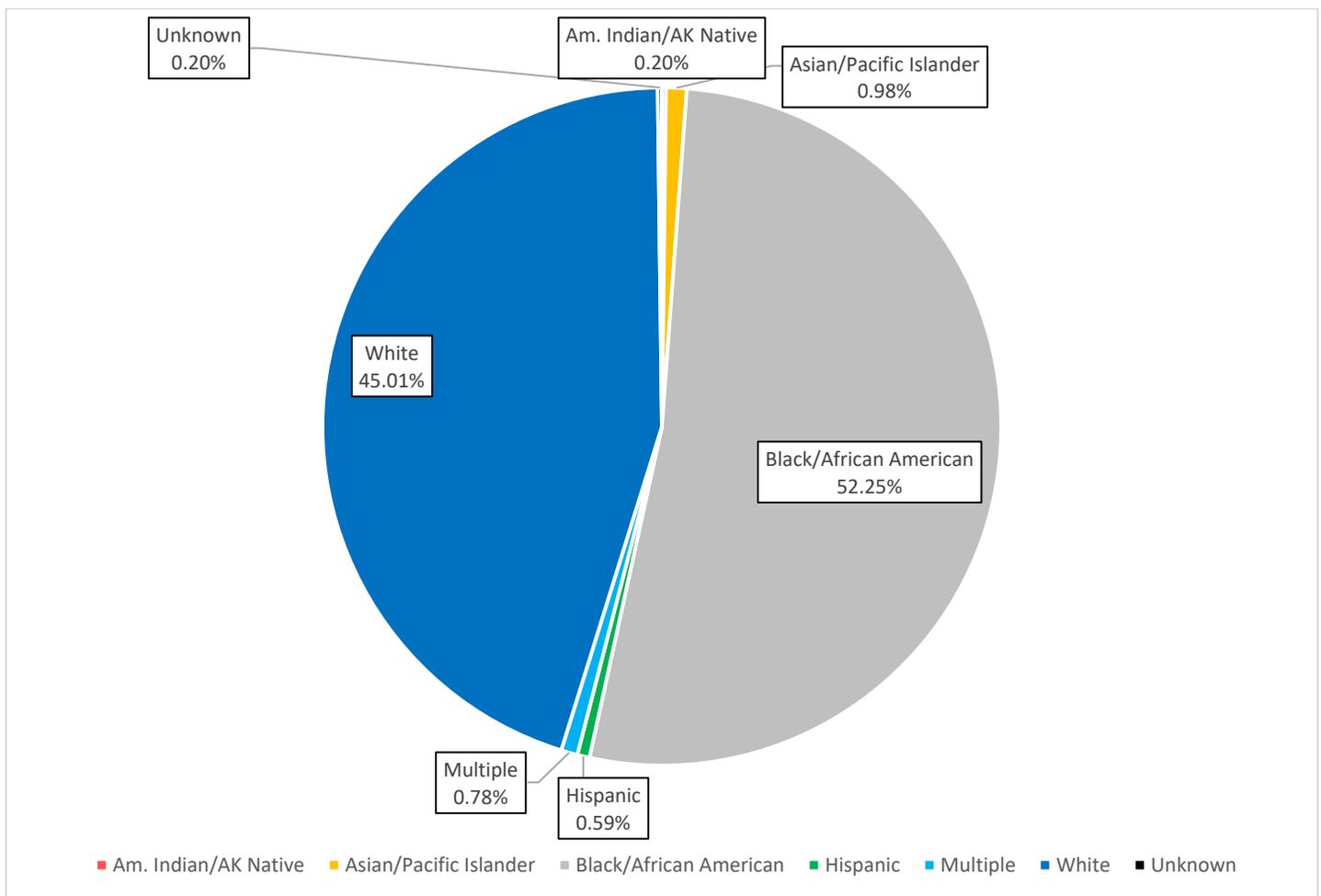


Table 115*2021-2022 Completer Leadership Program Candidates by EPP*

| | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total/Avg |
|---|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| Total number of Administrator completers | | | | | | | | | |
| Masters | 19 | 20 | 8 | 78 | 16 | 16 | 9 | 9 | 175 |
| Specialists | 16 | 40 | 7 | 35 | 18 | 42 | 6 | 58 | 222 |
| Doctoral | 0 | 0 | 3 | 10 | 0 | 0 | 32 | 2 | 47 |
| Average of Administrator completer GPAs | | | | | | | | | |
| Masters | 3.64 | 3.89 | 3.53 | 3.86 | 3.84 | 3.89 | 3.93 | 3.78 | 3.82 |
| Specialists | 3.64 | 3.89 | 3.68 | 3.71 | 3.87 | 3.85 | 3.93 | 3.97 | 3.85 |
| Doctoral | NA | NA | 3.83 | 3.79 | NR | NR | 3.93 | 3.95 | 3.90 |
| Average internship clock hours completed | | | | | | | | | |
| Masters | 320.00 | 405.00 | 400.00 | 510.00 | 300.00 | 400.00 | 510.00 | 400.00 | 437.43 |
| Specialists | 320.00 | 405.00 | 400.00 | 300.00 | 300.00 | 400.00 | 125.00 | 400.00 | 363.83 |
| Doctoral | NA | NA | 400.00 | 300.00 | NR | NR | 125.00 | 400.00 | 191.49 |
| Average credit hours earned | | | | | | | | | |
| Masters | 33.00 | 30.00 | 33.00 | 37.40 | 33.00 | 30.00 | 34.00 | 34.00 | 34.45 |
| Specialists | 33.00 | 30.00 | 33.00 | 41.00 | 40.00 | 30.00 | 37.50 | 33.57 | 33.99 |
| Doctoral | NA | NA | 78.67 | 49.20 | NR | NR | 57.25 | 48.50 | 56.53 |
| Average number of times attempted SLLA | | | | | | | | | |
| Masters | 1.00 | NA | NA | 1.00 | 3.00 | 1.00 | NA | NA | 1.13 |
| Specialists | 1.00 | NA | NA | 1.13 | NA | 1.00 | NA | 1.00 | 1.03 |
| Doctoral | NA | NA | 1.00 | 1.00 | NR | NR | 1.00 | NA | 1.00 |
| Count of SLLA COVID-19 Test Waivers | | | | | | | | | |
| Masters | 15 | 20 | 8 | 75 | 15 | 9 | 9 | 9 | 160 |
| Specialists | 15 | 40 | 7 | 28 | 18 | 21 | 4 | 57 | 190 |
| Doctoral | NA | NA | 1 | 0 | NR | NR | 0 | 0 | 1 |

*NA = Not Applicable**NR = Not Reported*

444

Leadership Completers

Table 116*2021-2022 Completer Leadership Program Common Assessments by EPP*

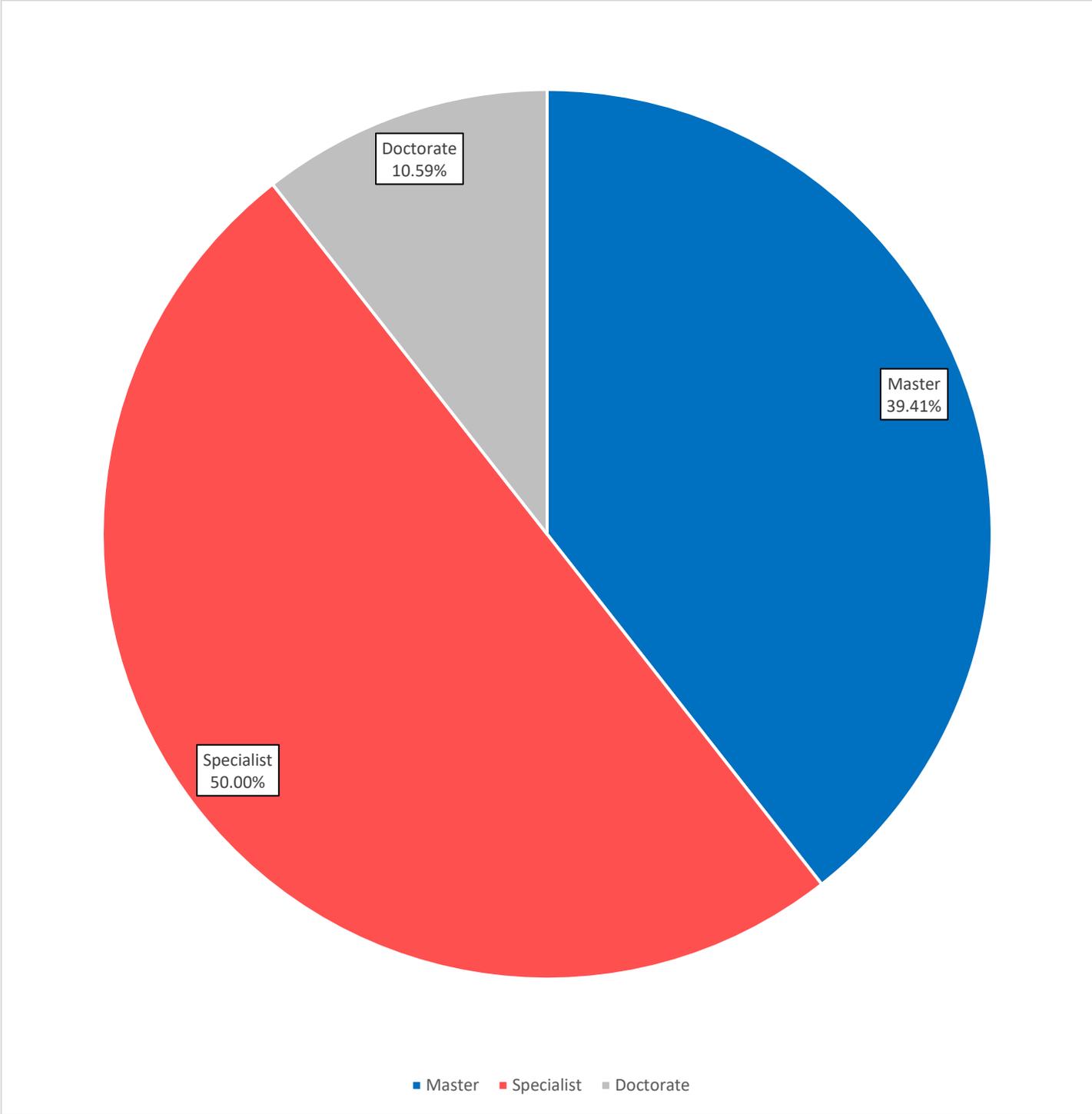
There are five common assessments administered to Master’s and Specialist’s candidates in the Educational Leadership programs: four assignment-based and one performance-based. The *Leadership for School Improvement* focuses on candidate’s ability to analyze a complex data set, the *Professional Growth System* focuses on candidate’s ability to implement the statewide teacher evaluation system in Mississippi, the *School Safety* focuses on the candidate’s ability to analyze a complex school safety incident within a hypothetical scenario, and the *Community Relations and Management* focuses on the candidate’s ability in developing effective school-based management/resource systems and school-community partnerships. The Professional Dispositions Assessment is a performance-based assessment usually administered during internship. All assessments are evaluated on a 1.00 - 4.00 scale. The averages of the evaluations are reported below.

| | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total/Avg |
|---|------|------|------|------|------|------|-----|------|-----------|
| Average Leadership for School Improvement | | | | | | | | | |
| Masters | 3.45 | 3.38 | 2.38 | 3.22 | 2.93 | 2.86 | NR | NR | 3.16 |
| Specialists | 3.49 | 3.24 | 3.00 | 3.56 | 2.93 | 3.14 | NR | NR | 3.27 |
| Average Professional Growth System | | | | | | | | | |
| Masters | 3.60 | 2.93 | 2.63 | 3.75 | 3.63 | 3.11 | NR | NR | 3.49 |
| Specialists | 3.92 | 3.38 | 2.83 | 3.82 | 3.50 | 3.14 | NR | NR | 3.43 |
| Average School Safety | | | | | | | | | |
| Masters | 3.57 | 3.77 | 3.00 | 3.63 | 4.00 | 3.48 | NR | NR | 3.63 |
| Specialists | 3.76 | 3.26 | 3.29 | 3.25 | 3.84 | 3.48 | NR | NR | 3.42 |
| Average Community Relations & Management | | | | | | | | | |
| Masters | 3.61 | 2.75 | 3.00 | 3.23 | 3.73 | 3.41 | NR | NR | 3.25 |
| Specialists | 3.58 | 2.65 | 3.00 | 3.19 | 3.52 | 3.29 | NR | NR | 3.13 |
| Average Professional Dispositions | | | | | | | | | |
| Masters | 2.91 | 3.42 | 2.75 | 3.11 | 3.78 | NR | NR | 2.65 | 3.15 |
| Specialists | 2.90 | 3.35 | 3.00 | 3.53 | 3.93 | NR | NR | 2.68 | 3.17 |

NA = Not Applicable

NR = Not Reported

Figure 58
2021-2022 Completer Leadership Program Candidates



Completer Leadership Program Candidates by Gender

In 2021-2022, 444 candidates completed Educational Leadership programs from eight EPPs. The percentage of female completers was 73.20% (n=325) and the percentage of males was 26.80% (n=119).

Table 117

2021-2022 Completer Leadership Program Candidates by Gender

| Gender | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|--------|----|-----|-----|-----|-----|----|-----|-----|-------|
| Female | 24 | 49 | 14 | 86 | 27 | 42 | 31 | 52 | 325 |
| Male | 11 | 11 | 4 | 37 | 7 | 16 | 16 | 17 | 119 |
| Total | 35 | 60 | 18 | 123 | 34 | 58 | 47 | 69 | 444 |

Figure 59

2021-2022 Completer Leadership Program Candidates by Gender

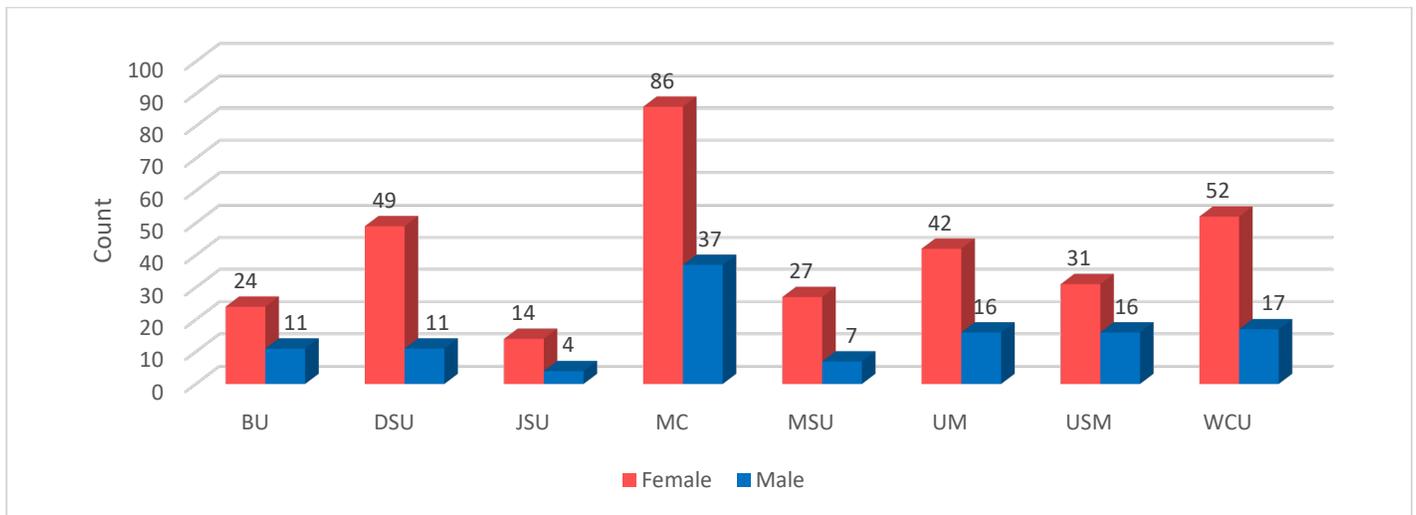
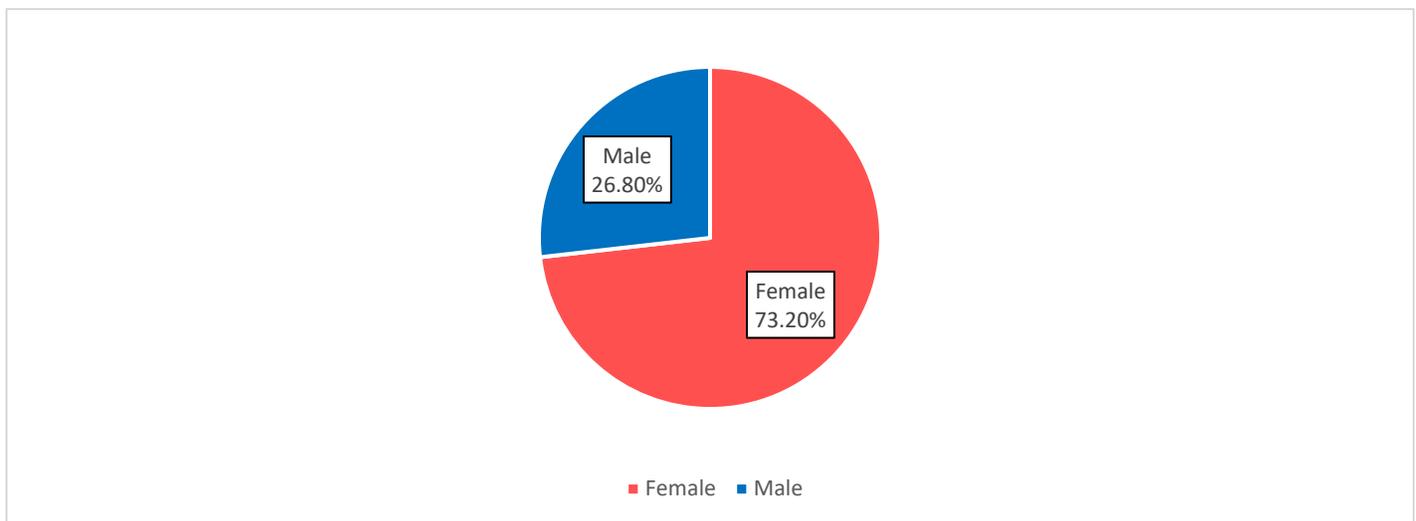


Figure 60

2021-2022 Completer Leadership Program Candidates by Gender



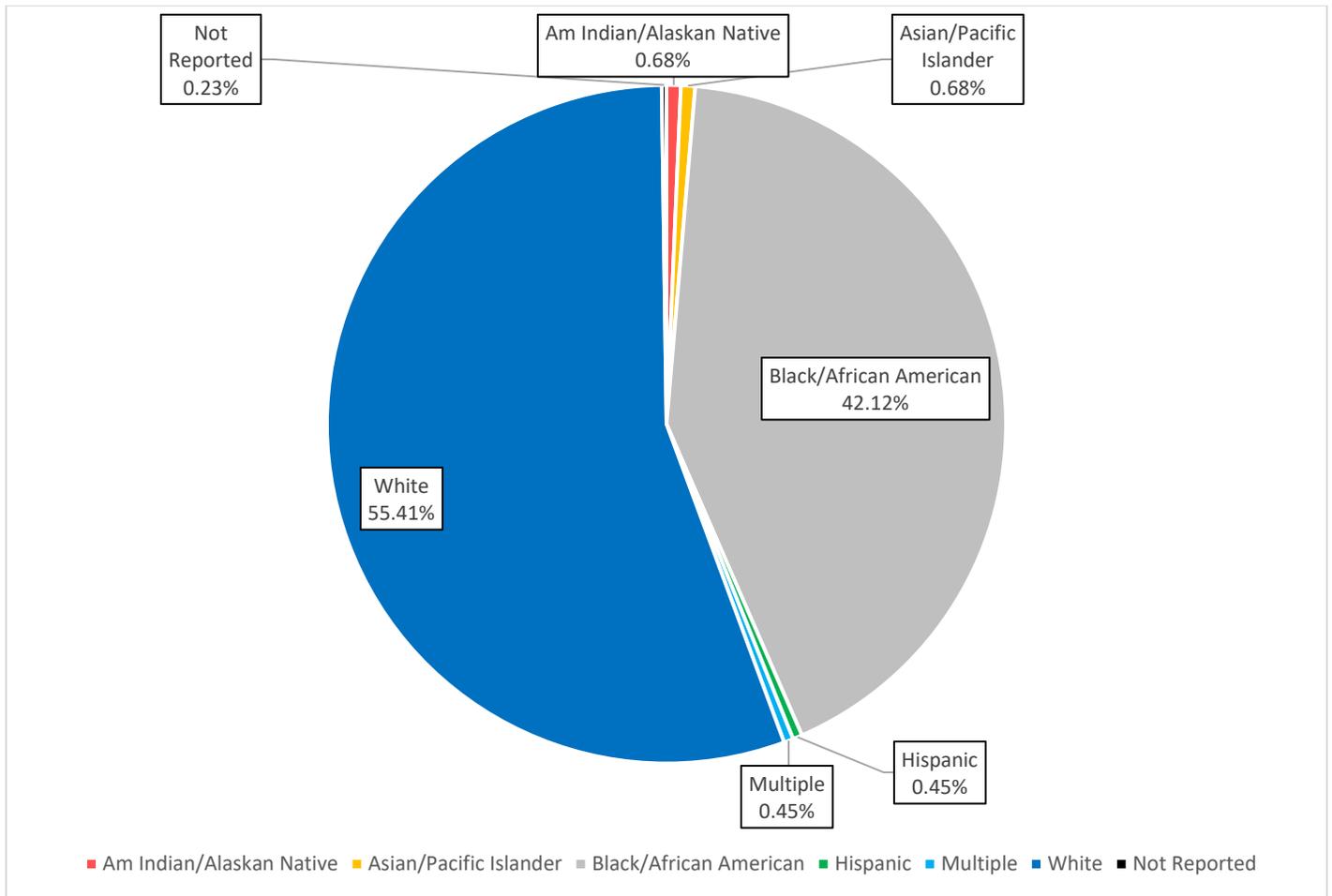
Completer Educational Leadership Programs by Ethnicity

In 2021-2022, 444 candidates completed leadership programs from the eight EPPs. The following data represent the ethnicity of all leadership program candidate completers.

Table 118
2021-2022 Completer Leadership Program by Ethnicity

| Ethnicity | BU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|------------------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|------------|
| Am. Indian/AK Native | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 3 |
| Asian/Pacific Islander | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Black/African American | 20 | 27 | 17 | 53 | 17 | 25 | 15 | 13 | 187 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Multiple | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| White | 13 | 32 | 1 | 67 | 17 | 31 | 29 | 56 | 246 |
| Not Reported | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 35 | 60 | 18 | 123 | 34 | 58 | 47 | 69 | 444 |

Figure 61
2021-2022 Completer Leadership Program by Ethnicity



SECTION XII: Advanced-Level Program Data

The following data were provided by the eight EPPs that offer advanced-level programs at the initial licensure level. Admitted and completer candidate data were provided for all program candidates.

Advanced-level programs are defined as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure designed to develop P-12 teachers who have already completed an initial-licensure program in another area for employment in P-12 schools/districts. Advanced programs included: Business Education, Child Development, Computer Application, Dyslexia, Gifted, Health, Instructional Technology, Psychometry, Reading, School Counseling, Speech Pathology, Special Education, and STEM. The following data points were requested:

| Admitted |
|--|
| Total Number of Advanced Program Candidates Admitted |
| Average of Advanced Program Admit GPAs |
| Total Number of Advanced Program Candidates Enrolled |
| Average Years of Teaching |
| Completed |
| Total Number of Advanced Degree Completers |
| Average of Advanced Degree Completer GPAs |
| Average Internship Clock Hours Completed |
| Average Number of Times Attempted PRAXIS Content Knowledge |

The following eight EPPs provided data for advanced-level programs.

| Private EPPs | Public EPPs |
|--------------------------------|--|
| Mississippi College (MC) | Alcorn State University (ASU) |
| William Carey University (WCU) | Delta State University (DSU) |
| | Jackson State University (JSU) |
| | Mississippi State University (MSU) |
| | University of Mississippi (UM) |
| | University of Southern Mississippi (USM) |

Table 119*2021-2022 Admitted Advanced-Level Program Candidates by EPP*

| | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total/ Avg |
|---|------|------|------|------|------|------|------|------|---------------|
| Total number of advanced-level program candidates admitted: | | | | | | | | | |
| Athletic Admin (Masters & Specialist) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 9 |
| Dyslexia (Masters) | 0 | 0 | 0 | 33 | 0 | 0 | 4 | 30 | 67 |
| Emotional Disability (Masters) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Gifted Education (Masters) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 14 |
| Library & Information Science (Masters) | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 17 |
| Mild/Moderate Disability (Masters) | 0 | 0 | 0 | 16 | 0 | 0 | 5 | 13 | 34 |
| Psychometry (Masters & Specialists) | 0 | 0 | 79 | 0 | 0 | 0 | 0 | 1 | 80 |
| School Counselor (Masters and Specialists) | 12 | 8 | 18 | 4 | 10 | 10 | 23 | 1 | 86 |
| School Psychology (Doctorate) | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| Average of advanced-level Admit GPAs: | 3.45 | 3.32 | 3.63 | 3.39 | 3.64 | 3.58 | 3.35 | 3.37 | 3.47 |
| Average Years of Teaching Experience: | NR | NR | 8.61 | 6.58 | NR | NR | 8.25 | 2.82 | 5.35 |
| Total number of enrolled advanced-level program candidates: | NR | 27 | 143 | NR | NR | NR | 127 | 133 | |

NR = Not Reported

316

Admitted into Advanced-Level Programs at the Initial Level

Admitted Advanced-Level Program Candidates by Gender

In 2021-2022, the eight EPPs' advanced-level degree programs admitted a total of 316 candidates. Females represented 92.09% (n=291) of admitted candidates into the programs and male candidates represented 7.91% (n=25).

Table 120

2021-2022 Admitted Advanced-Level Program Candidates by Gender

| Gender | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|--------|-----|-----|-----|----|-----|----|-----|-----|-------|
| Female | 10 | 7 | 95 | 46 | 9 | 10 | 50 | 64 | 291 |
| Male | 2 | 1 | 2 | 7 | 1 | 0 | 3 | 9 | 25 |
| Total | 12 | 8 | 97 | 53 | 10 | 10 | 53 | 73 | 316 |

Figure 62

2021-2022 Admitted Advanced-Level Program Candidates by Gender

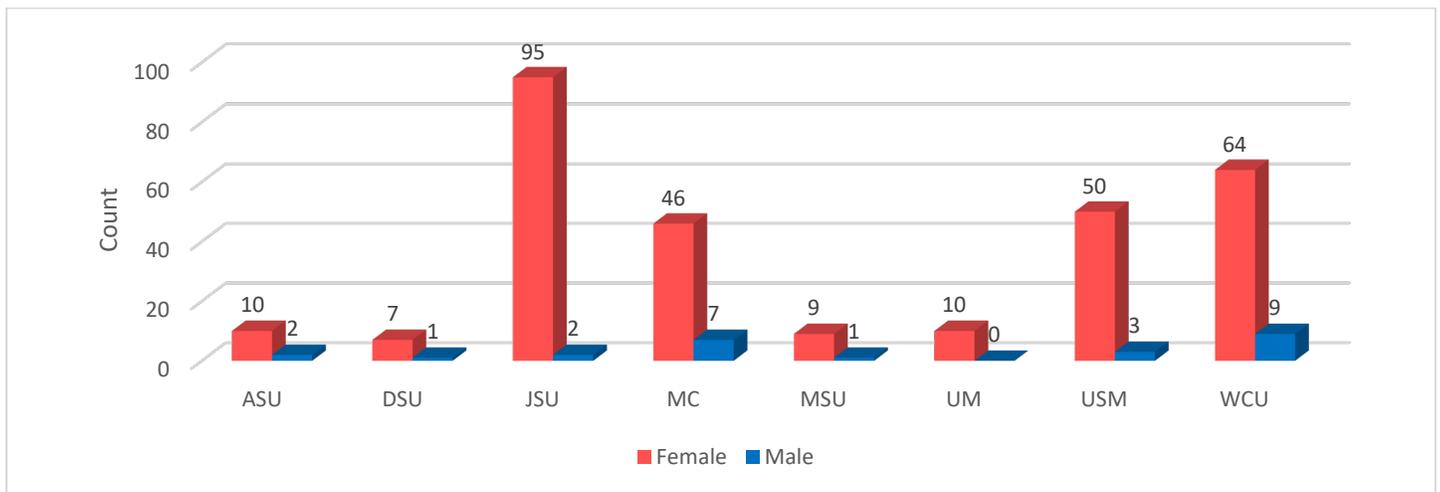
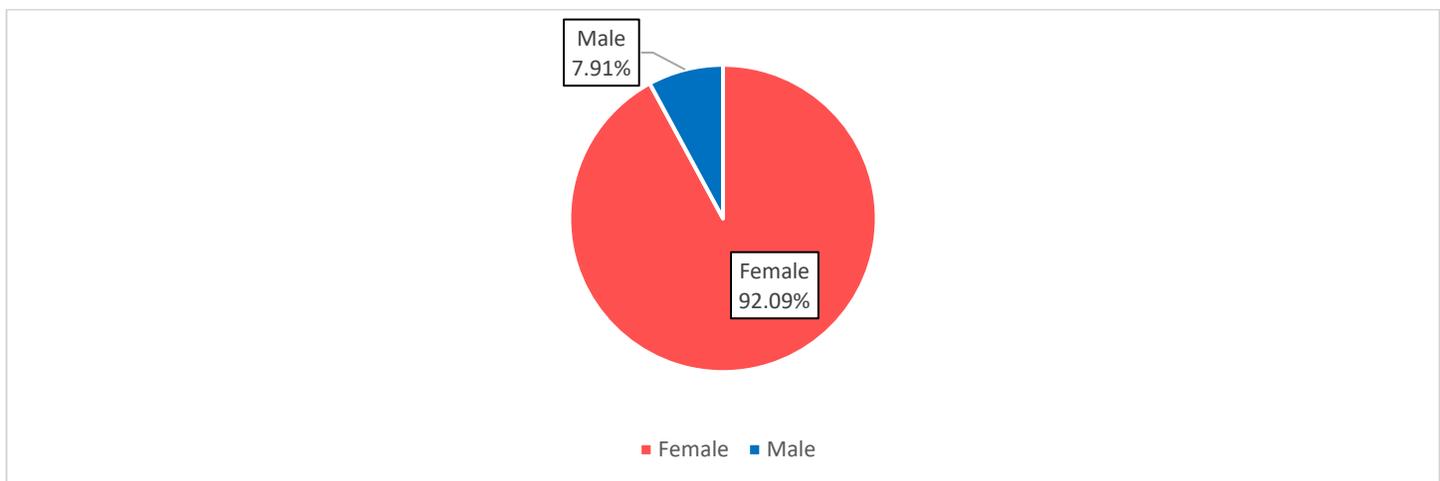


Figure 63

2021-2022 Admitted Advanced-Level Program Candidates by Gender



Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2021-2022, the eight EPPs' advanced-level degree programs admitted a total of 316 candidates. The following data represent the ethnicity of all admitted candidates into the EPP advanced-level degree programs.

Table 121

2021-2022 Admitted Advanced-Level Program Candidates by Ethnicity

| Ethnicity | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|----------------------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Am In/Alaskan Native | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Asian/Pac Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black/African Am | 12 | 5 | 95 | 16 | 2 | 1 | 14 | 20 | 165 |
| Hispanic | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| Multiple | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| White | 0 | 3 | 2 | 36 | 7 | 9 | 33 | 53 | 143 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 12 | 8 | 97 | 53 | 10 | 10 | 53 | 73 | 316 |

Figure 64

2021-2022 Admitted Advanced-Level Program Candidates by Ethnicity

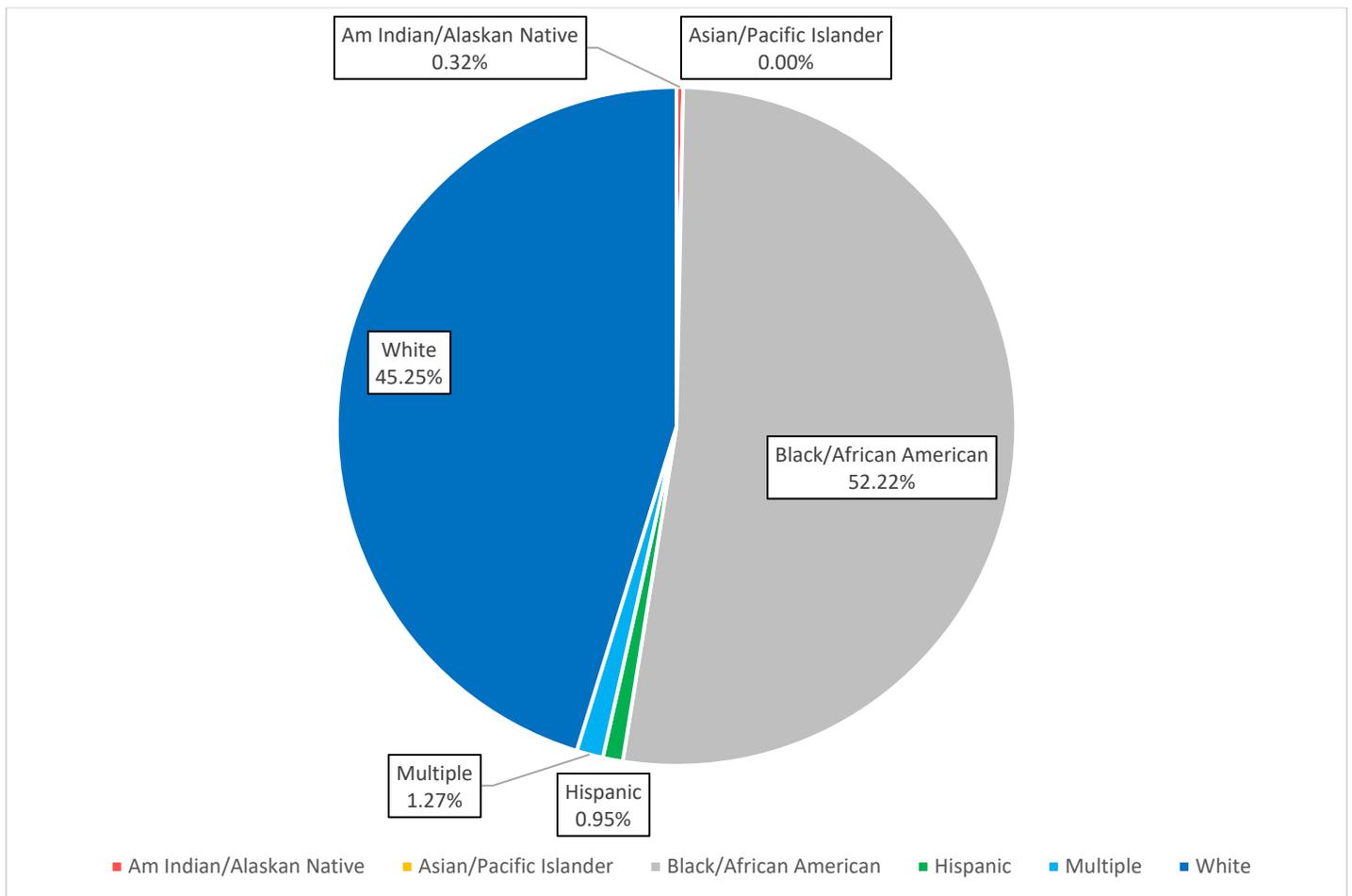


Table 122*2021-2022 Advanced-Level Degree Program Completers*

| | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total/ Avg |
|--|--------|--------|--------|--------|--------|--------|---------|--------|---------------|
| Total number of Advanced-Level Degree completers | 8 | 20 | 73 | 60 | 10 | 8 | 47 | 79 | 305 |
| Athletic Admin (Masters & Specialist) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 |
| Dyslexia (Masters & Specialist) | 0 | 0 | 0 | 32 | 0 | 0 | 0 | 13 | 45 |
| Emotional Dis (Masters & Specialist) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 17 | 19 |
| Gifted (Masters) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 16 |
| Library/Media (Masters) | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 16 |
| Mild/Mod Dis (Masters & Specialist) | 0 | 11 | 0 | 19 | 0 | 0 | 6 | 14 | 50 |
| Psychometry (Specialists) | 0 | 0 | 56 | 0 | 0 | 0 | 0 | 0 | 56 |
| School Counselor (Masters & Specialists) | 8 | 9 | 17 | 9 | 10 | 8 | 14 | 6 | 81 |
| School Psychology (Doctorate) | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| Severe Dis (Masters & Specialists) | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| Average of Adv-Level Completer GPA | 3.12 | 3.86 | 3.54 | 3.89 | 3.76 | 3.76 | 3.88 | 3.84 | 3.77 |
| Average Internship Clock Hours Completed | | | | | | | | | |
| Athletic Admin (Masters & Specialist) | NA | 0 | 0 |
| Dyslexia (Masters & Specialist) | NA | NA | NA | 820.00 | NA | NA | NA | 796.31 | 813.16 |
| Emotional Dis (Masters & Specialist) | NA | NA | NA | NA | NA | NA | 350.00 | 0 | 350.00 |
| Gifted (Masters) | NA | 32.00 | 32.00 |
| Library/Media (Masters) | NA | NA | NA | NA | NA | NA | 120.00 | NA | 120.00 |
| Mild/Mod Dis (Masters & Specialist) | NA | 150.00 | NA | 35.00 | NA | NA | 350.00 | 0 | 122.64 |
| Psychometry (Specialists) | NA | NA | 179.46 | NA | NA | NA | NA | NA | 179.46 |
| School Counselor (Masters & Specialists) | 700.00 | 700.00 | 464.71 | 700.00 | 700.00 | 700.00 | 700.00 | 700.00 | 650.62 |
| School Psychology (Doctorate) | NA | NA | NA | NA | NA | NA | 1000.00 | NA | 1000.00 |
| Severe Dis (Masters & Specialists) | NA | NA | NA | NA | NA | NA | 350.00 | NA | 350.00 |

| | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total/ Avg |
|--|------|------|------|------|------|------|------|------|---------------|
| Average Number of Times Attempted | | | | | | | | | |
| PRAXIS Content Knowledge | | | | | | | | | |
| Library/Media | NA | NA | NA | NA | NA | NA | 1.00 | NA | 1.00 |
| School Counseling | 1.40 | 1.38 | 1.29 | 1.00 | 1.00 | 1.00 | 1.00 | 2.40 | 1.32 |
| School Psychology | NA | NA | NA | NA | NA | NA | 1.00 | NA | 1.00 |
| Special Education | NA | 1.00 | NA | NA | NA | NA | 1.00 | 1.14 | 1.08 |
| Count of COVID-19 Test Waivers | | | | | | | | | |
| Library/Media | NA | NA | NA | NA | NA | NA | 8 | NA | 8 |
| School Counselor | 7 | 1 | 10 | 3 | 9 | 3 | 8 | 2 | 41 |
| School Psychology | NA | NA | NA | NA | NA | NA | 3 | NA | 3 |
| Special Education | NA | 1 | NA | 19 | NA | NA | 9 | 9 | 28 |

305

Advanced-Level Program Completers at the Initial Licensure Level

Completer Candidates in Advanced-Level Degree Programs by Gender

In 2021-2022, the eight EPPs' advanced-level degree programs had a total of 305 completer candidates. Female completers represented 92.79% (n=283) candidates and male completers represented 7.21% (n=22).

Table 123

2021-2022 Advanced-Level Degree Program Completers by Gender

| Gender | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|--------|-----|-----|-----|----|-----|----|-----|-----|-------|
| Female | 8 | 19 | 70 | 58 | 10 | 7 | 46 | 65 | 283 |
| Male | 0 | 1 | 3 | 2 | 0 | 1 | 1 | 14 | 22 |
| Total | 8 | 20 | 73 | 60 | 10 | 8 | 47 | 79 | 305 |

Figure 65

2021-2022 Advanced-Level Degree Program Completers by Gender

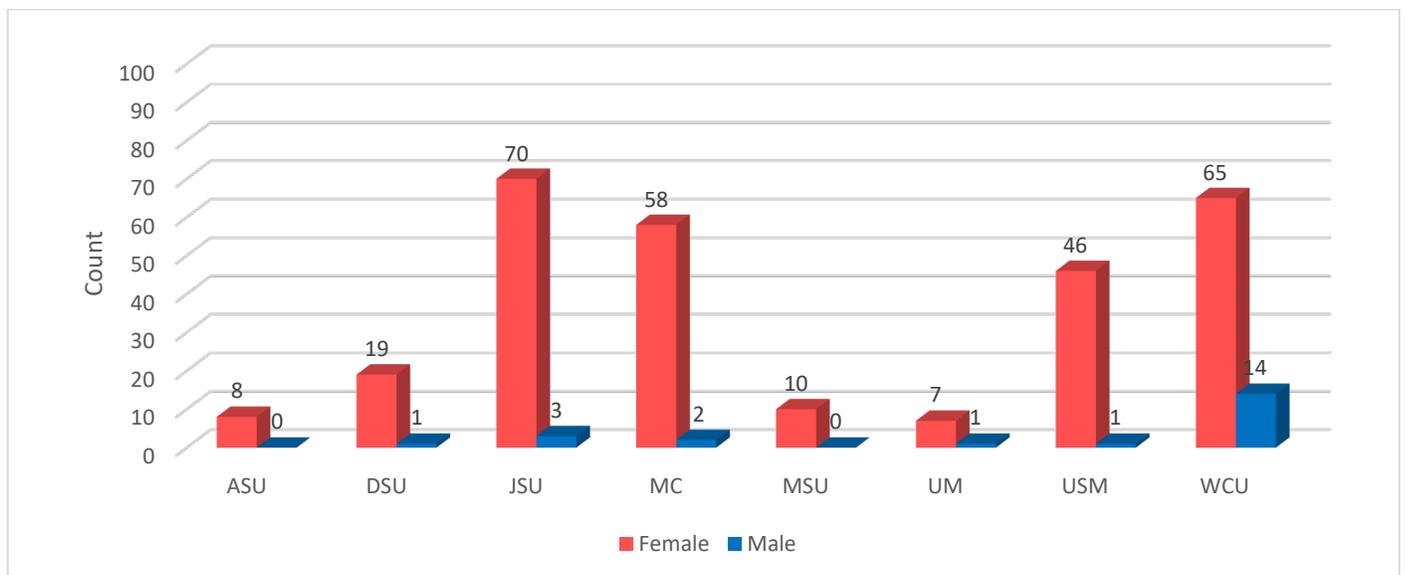
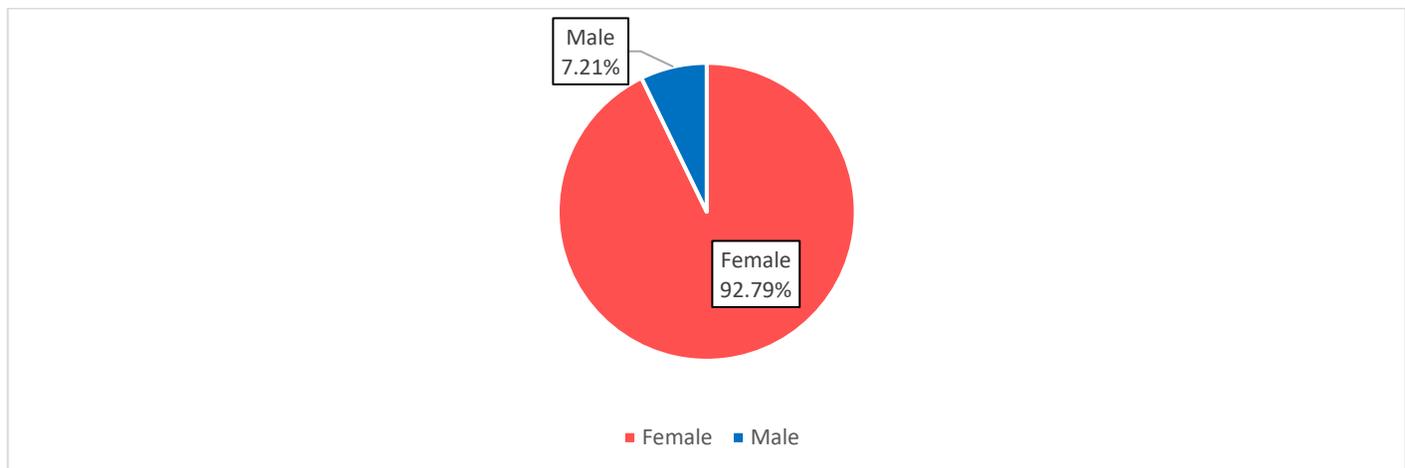


Figure 66

2021-2022 Advanced-Level Degree Program Completers by Gender



Completer Candidates in Advanced-Level Degree Programs by Ethnicity

In 2021-2022, 305 candidates completed advanced-level degrees from eleven EPPs. The following data represents the ethnicity of candidates who completed advanced degrees leading to initial licensure.

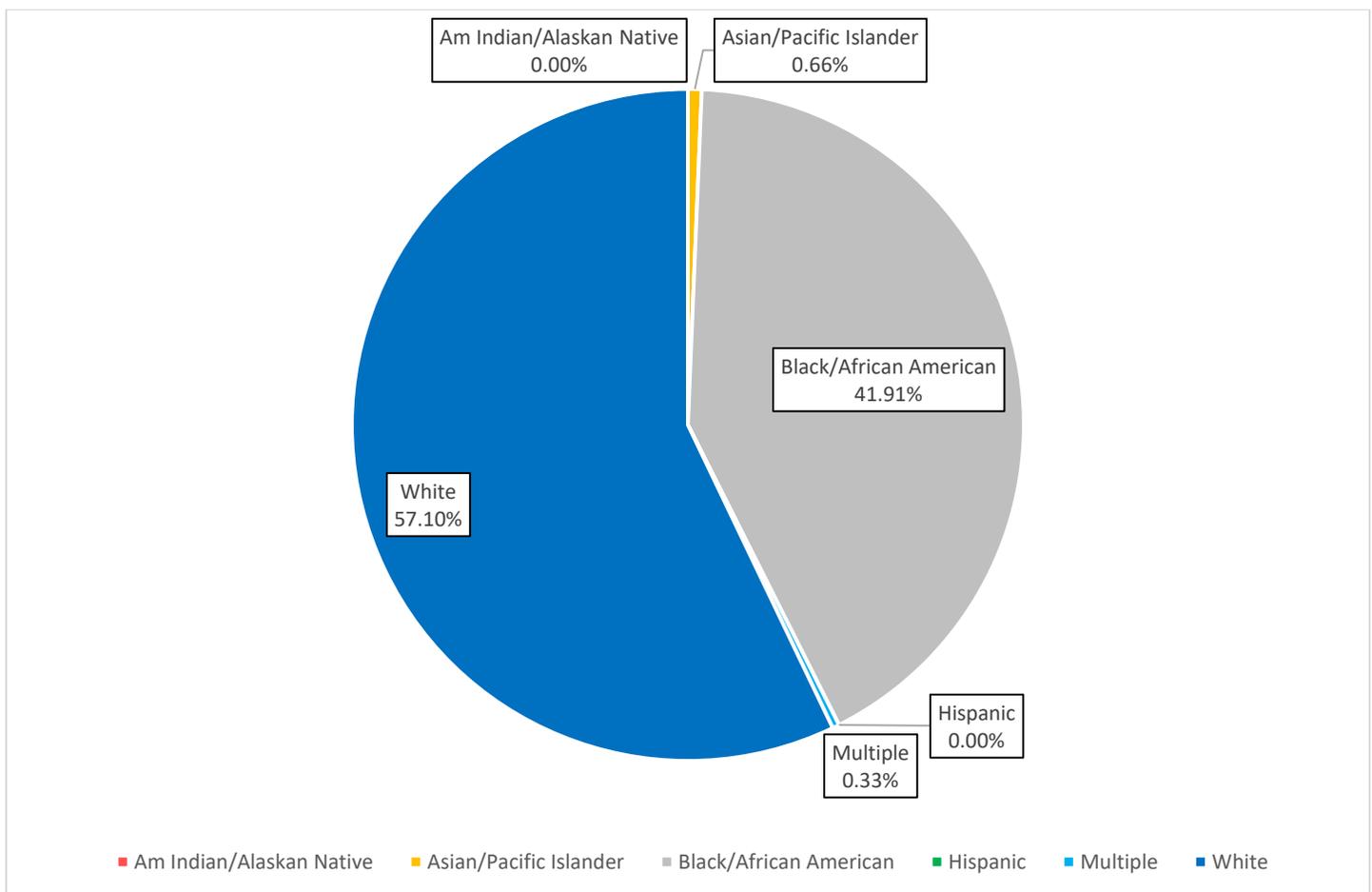
Table 124

2021-2022 Advanced-Level Degree Completer Candidates by Ethnicity

| Ethnicity | ASU | DSU | JSU | MC | MSU | UM | USM | WCU | Total |
|------------------------|----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|------------|
| Am In/Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Black/African Am | 8 | 9 | 73 | 11 | 4 | 1 | 5 | 16 | 127 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Multiple | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| White | 0 | 11 | 0 | 47 | 6 | 7 | 41 | 61 | 173 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 8 | 20 | 73 | 60 | 10 | 8 | 47 | 79 | 305 |

Figure 67

2021-2022 Advanced-Level Degree Completer Candidates by Ethnicity



SECTION XIII: Praxis Content Knowledge

The following data were provided by the EPPs for their program completers for the required Praxis Content Knowledge tests. Data for both traditional and alternate route programs are provided.

Table 125
2021-2022 Initial Program Completer Praxis Content Knowledge

| Test | Qualifying Test Score | Public | | Private | | State | |
|--------------------------------|-----------------------|--------|--------|---------|--------|-------|--------|
| | | n | M | n | M | N | M |
| 5017 Elementary Ed (K-6) | 153 | 245 | 161.47 | 18 | 158.11 | 263 | 161.24 |
| 5018 Elementary Ed (4-8) | 163 | 5 | ■ | 49 | 172.20 | 54 | 172.11 |
| 5038 English Lang Arts | 167 | 60 | 174.03 | 27 | 167.00 | 87 | 171.85 |
| 5081 Social Studies | 150 | 53 | 161.02 | 13 | 152.31 | 66 | 159.30 |
| 5091 Physical Education | 145 | 34 | 145.21 | 20 | 143.35 | 54 | 144.52 |
| 5101 Business Education | 153 | 0 | NA | 4 | ■ | 4 | ■ |
| 5113 Music Education | 161 | 31 | 160.32 | 1 | ■ | 32 | 160.72 |
| 5122 Family & Consumer Science | 153 | 0 | NA | 1 | ■ | 1 | ■ |
| 5134 Art | 158 | 1 | ■ | 7 | 169.71 | 8 | 168.88 |
| 5161 Mathematics | 152 | 10 | 136.50 | 3 | ■ | 13 | 137.92 |
| 5165 Mathematics | 152 | 22 | 168.68 | 4 | ■ | 26 | 165.15 |
| 5195 Spanish | 160 | 4 | ■ | 1 | ■ | 5 | ■ |
| 5235 Biology | 150 | 22 | 155.09 | 9 | 153.00 | 31 | 154.48 |
| 5236 Biology | 148 | 5 | ■ | 2 | ■ | 7 | 127.86 |
| 5245 Chemistry | 151 | 1 | ■ | 1 | ■ | 2 | ■ |
| 5246 Chemistry | 140 | 2 | ■ | 1 | ■ | 3 | ■ |
| 5265 Physics | 140 | 2 | ■ | 0 | NA | 2 | ■ |
| 5311 Library | 143 | 1 | ■ | 0 | NA | 1 | ■ |
| 5354 Mild/Mod Disability | 152 | 53 | 164.21 | 36 | 164.19 | 89 | 164.20 |
| 5551 Health Education | 149 | 4 | ■ | 9 | 160.56 | 13 | 161.08 |
| Did not take test | | 923 | | 795 | | 1718 | |

Table 126
2021-2022 Advanced Program Completer Praxis Content Knowledge

| Test | Qualifying Test Score | Public | | Private | | State | |
|-------------------------------|-----------------------|--------|--------|---------|--------|-------|--------|
| | | n | M | n | M | N | M |
| 5311 Library/Media | 143 | 8 | 163.13 | 0 | NA | 8 | 163.13 |
| 5354 Mild/Moderate Disability | 152 | 15 | 168.67 | 22 | 168.86 | 37 | 168.78 |
| 5402 School Psychologist | 148 | 1 | ■ | 0 | NA | 1 | ■ |
| 5421 School Counselor | 156 | 31 | 164.58 | 13 | 163.85 | 44 | 164.6 |
| 5422 School Counselor | 153 | 1 | ■ | 0 | NA | 1 | ■ |
| 6990 School Leader | 151 | 33 | 168.59 | 18 | 167.50 | 51 | 168.14 |
| Did not take test | | 238 | | 239 | | 477 | |

Table 127

2021-2022 Praxis Content Knowledge Exam Pass Rates by Public EPPs (Traditional and Alternate Route)
(Percentage Pass at Best Attempt)

| Test Code | ASU N=42 | DSU N=102 | JSU N=176 | MSU N=463 | MUW N=54 | MVSU N=36 | UM N=284 | USM N=321 |
|-------------------|-------------|--------------|--------------|--------------|-------------|--------------|-------------|--------------|
| 5017 Elem Ed | 41.67% | 84.62% | 0% | 78.91% | NT | NT | 85.71% | 59.52% |
| 5018 Elem Ed | 100% | 100% | 100% | NP | NP | NT | NP | NP |
| 5038 English | 0% | 33.33% | 50.00% | 100% | 100% | 0% | 85.19% | 75.00% |
| 5081 So Studies | 25.00% | 100% | NT | 63.64% | 100% | NT | 100% | 91.67% |
| 5091 Physical Ed | 0% | 83.33% | 0% | 73.91% | NT | 0% | NT | NT |
| 5113 Music Ed | 0% | 75.00% | 0% | 66.67% | NT | NT | 0% | 50.00% |
| 5134 Art | NT | 100% | NT | NT | NT | NT | NT | NT |
| 5161 Mathematics | 100% | 100% | 0% | 57.14% | NT | NT | NT | NT |
| 5165 Mathematics | NT | NT | NT | 62.50% | NT | NT | 100% | 100% |
| 5195 Spanish | NT | NT | NT | 100% | NT | NT | NT | 33.33% |
| 5235 Biology | 0% | 50.00% | 100% | 92.31% | NT | NT | 100% | 100% |
| 5236 Biology | 0% | NT | NT | 50.00% | NT | NT | NT | NT |
| 5246 Chemistry | 0% | NT | NT | 100% | NT | NT | 100% | NT |
| 5265 Physics | NT | NT | NT | 50.00% | NT | NT | NT | NT |
| 5311 Library/Med | NT | NT | NT | NT | NT | NT | NT | 100% |
| 5354 M/M Dis | NP | NP | 0% | 86.36% | NP | NP | 100% | 100% |
| 5551 Health | NT | NT | 100% | NT | NT | NT | NT | 100% |
| No Test Reported* | 31% | 64.71% | 92.05% | 38.88% | 96.30% | 91.67% | 63.03% | 74.14% |

*Includes those not testing/COVID-19 Waiver

NP = No program

NT = No test takers

Table 128

2021-2022 Praxis Exam Pass Rates by Private EPPs (Traditional and Alternate Route)
 (Number Tested/Percentage Pass at Best Attempt)

| Test Code | BU N=536 | BMCU N=42 | MIL N=2 | MC N=72 | RC N=5 | TC N=12 | WCU N=332 |
|-------------------|-------------|--------------|------------|------------|-----------|------------|--------------|
| 5017 Elem Ed | 100% | NT | ■ | 50% | 100% | 0% | 80% |
| 5018 Elem Ed | 93.33% | NP | NP | NT | NP | NT | 100% |
| 5038 English | 35.71% | 50% | ■ | 100% | NT | NT | 88.89% |
| 5081 So Studies | 20.00% | NT | NP | 0% | NT | NT | 85.71% |
| 5091 Physical Ed | 33.33% | NT | NA | 100% | NP | NT | 100% |
| 5101 Business Ed | 66.67% | NP | NA | NT | NT | NT | 100% |
| 5113 Music Ed | 100% | NT | NA | NT | NP | NT | NT |
| 5122 Fam & Con | NP | NT | NA | NT | NP | NT | 100% |
| 5134 Art | NP | NT | NA | 100% | NP | NT | 100% |
| 5161 Mathematics | 33.33% | NT | NA | NT | NT | NT | NT |
| 5165 Mathematics | NT | NT | NA | NT | NT | NT | 75.00% |
| 5195 Spanish | NT | NT | NA | NT | NP | NT | 100% |
| 5235 Biology | 100% | NT | NA | 33.33% | NT | NT | 100% |
| 5236 Biology | NT | NT | NA | NT | NT | NT | 50.00% |
| 5245 Chemistry | 0% | NP | NA | NT | NP | NT | NT |
| 5246 Chemistry | NT | NP | NA | NT | NP | NT | 100% |
| 5354 M/M Dis | NP | NP | NA | NP | NP | NP | 100% |
| 5551 Health | 100% | NP | NA | NT | NP | NT | 100% |
| No Test Reported* | 85.82% | 95.24% | 0% | 83.33% | 80.00% | 83.33% | 66.57% |

*Includes those not testing/COVID-19 Waiver

NP = No program

NT = No test takers

Table 129

2021-2022 Praxis Content Knowledge Exam First Attempt (Traditional only based on those who opted to take the test)

| EPP | N | N Test Takers | N Passed on 1 st Attempt | Percentage |
|----------------|-------------|---------------|--|---------------|
| ASU | 33 | 21 | 7 | 33.33% |
| BU | 4 | 3 | 3 | 100% |
| BMCU* | 42 | 2 | 0 | 0% |
| DSU | 68 | 21 | 17 | 80.95% |
| JSU* | 83 | 4 | 0 | 0% |
| MIL | 2 | 2 | 1 | 50.00% |
| MC | 57 | 6 | 2 | 33.33% |
| MSU* | 321 | 235 | 178 | 75.74% |
| MUW | 36 | 2 | 2 | 100% |
| MVSU | 18 | 0 | 0 | NA |
| RC | 5 | 1 | 1 | 100% |
| TC | 12 | 2 | 0 | 0% |
| UM | 248 | 83 | 68 | 81.93% |
| USM | 299 | 69 | 42 | 60.87% |
| WCU | 152 | 9 | 8 | 88.89% |
| Overall | 1380 | 460 | 329 | 71.52% |

*Includes K-3 and K-6

72%
Passed on
1st Attempt

SECTION XIV. Student Teaching Data

The following data were provided by the fifteen (15) EPPs that prepare teacher education candidates at the initial licensure level. Placement information, professional development topics, cooperating teacher demographic information, university supervisor demographic information, and preparation satisfaction survey data were collected.

Student teaching is defined as extensive and substantive clinical practice in P-12 schools for candidates preparing to teach. Teacher candidates complete student teaching during the final semester of a traditional undergraduate or post-baccalaureate level leading to licensure and are required to complete a minimum of 12 weeks (60 full days) of student teaching in a MDE accredited school. Mississippi Code Ann. §§ 37-132-1 through 37-132-5 define student teaching, the responsibilities of the cooperating teacher, and the powers and duties of student teachers.

| |
|---|
| Placements |
| Number of Candidates Completing Student Teaching |
| Placement Types |
| Mode of Teaching |
| Number of Candidates Teaching in Critical Needs Districts |
| Professional Development |
| Cooperating Teacher |
| Number of Cooperating Teacher |
| Cooperating Teacher Characteristics |
| University Supervisor |
| Number of University Supervisors |
| University Supervisor Characteristics |
| Perception Survey |
| Teacher Candidate Survey |
| Cooperating Teacher Survey |

Teacher Candidate Data

The number of teacher candidates participating in student teaching placements during the 2021-2022 academic year was 1386. Of the total, 80.66% (n=1118) were prepared at one of the eight public EPPs and 19.34% (n=268) were prepared at one of the seven private EPPs.

Table 130
2021-2022 Teacher Candidates

| EPP | F2021 | Sp2022 | Total |
|--------|-------|--------|-------|
| ASU | 5 | 28 | 33 |
| BU | 0 | 3 | 3 |
| BMCU | 20 | 22 | 42 |
| DSU | 35 | 33 | 68 |
| JSU | 42 | 42 | 84 |
| MC | 22 | 35 | 57 |
| MIL | 1 | 2 | 3 |
| MSU | 85 | 237 | 322 |
| MUW | 18 | 20 | 38 |
| MVSU | 6 | 12 | 18 |
| RC | 0 | 5 | 5 |
| TC | 8 | 4 | 12 |
| UM | 4 | 245 | 249 |
| USM | 69 | 237 | 306 |
| WCU | 54 | 92 | 146 |
| Totals | 369 | 1017 | 1386 |

Figure 68
2021-2022 Teacher Candidates

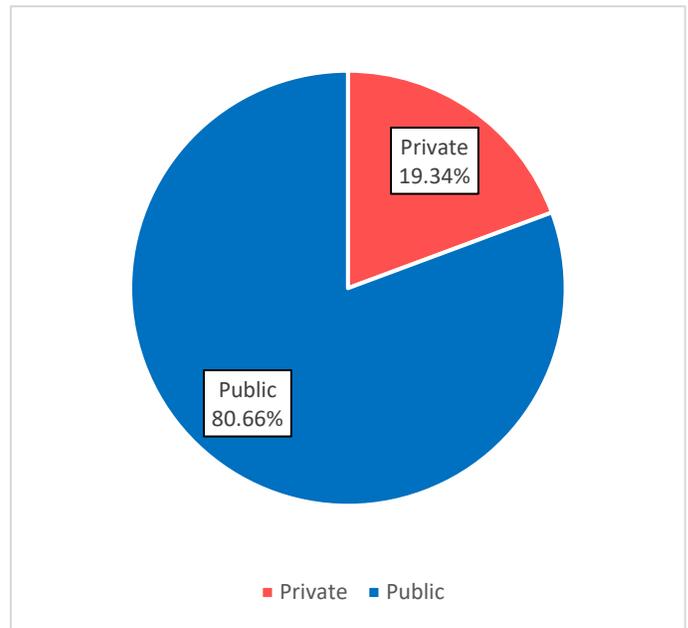
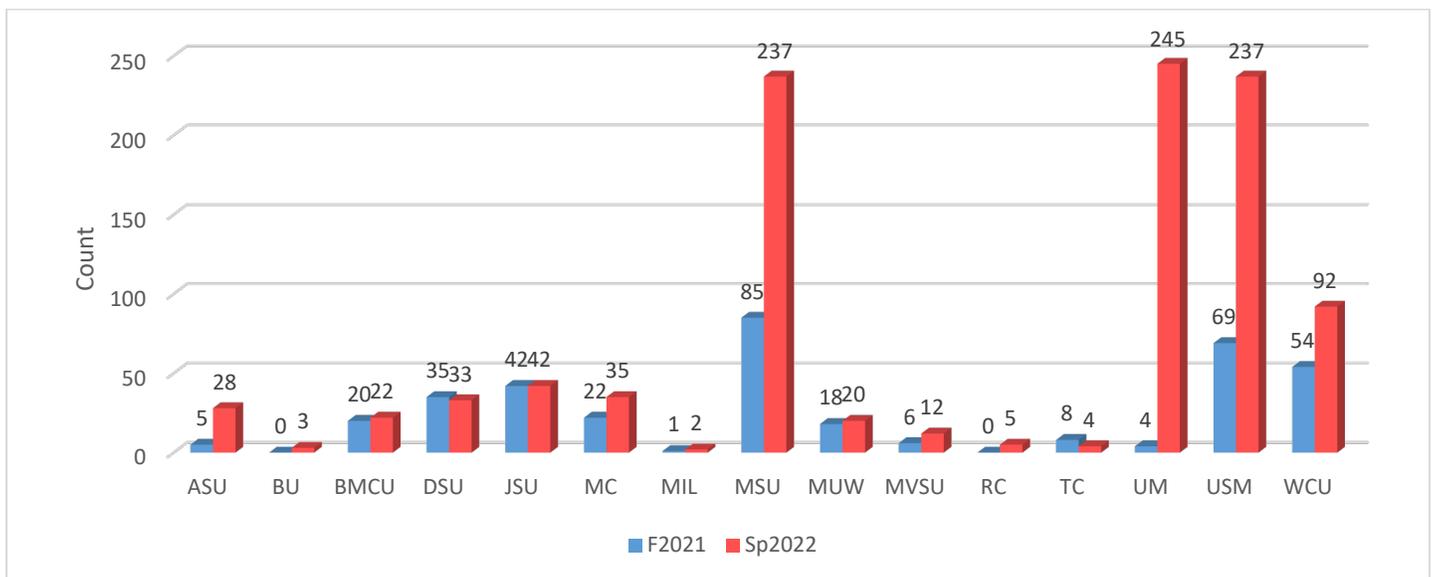


Figure 69
2021-2022 Teacher Candidates

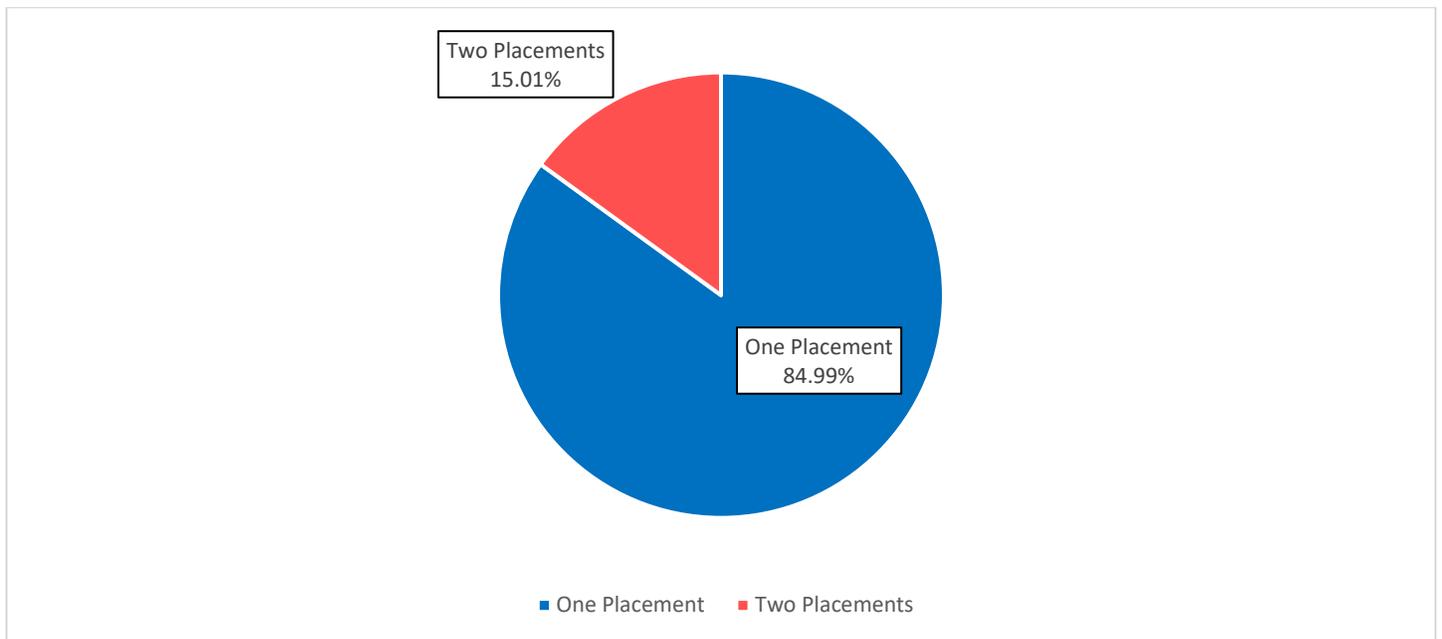


During the semester, teacher candidates complete two types of placements depending on the license that they seek. Typically, Elementary Education majors stay in one placement during the semester, while others (Secondary and K-12) will complete two semester placements (ex., one lower grade and one upper grade).

Table 131
2021-2022 Teacher Candidate Field Experience Placement Assignments

| EPP | One Placement | | | Two Placements | | |
|--------|---------------|--------|-------|----------------|--------|-------|
| | F2021 | Sp2022 | Total | F2021 | Sp2022 | Total |
| ASU | 2 | 10 | 12 | 3 | 18 | 21 |
| BU | 0 | 3 | 3 | 0 | 0 | 0 |
| BMCU | 15 | 14 | 29 | 5 | 8 | 13 |
| DSU | 35 | 33 | 68 | 0 | 0 | 0 |
| JSU | 42 | 42 | 84 | 0 | 0 | 0 |
| MC | 13 | 22 | 35 | 9 | 13 | 22 |
| MIL | 1 | 2 | 3 | 0 | 0 | 0 |
| MSU | 72 | 201 | 273 | 13 | 36 | 49 |
| MUW | 4 | 8 | 12 | 14 | 12 | 26 |
| MVSU | 6 | 12 | 18 | 0 | 0 | 0 |
| RC | 0 | 5 | 5 | 0 | 0 | 0 |
| TC | 0 | 3 | 3 | 8 | 1 | 9 |
| UM | 4 | 245 | 249 | 0 | 0 | 0 |
| USM | 56 | 182 | 238 | 13 | 55 | 68 |
| WCU | 54 | 92 | 146 | 0 | 0 | 0 |
| Totals | 304 | 874 | 1178 | 65 | 143 | 208 |

Figure 70
2021-2022 Teacher Candidate Placement Assignments



During the 2021-2022 academic year, the State Board of Education identified 98 geographical critical shortage areas in Mississippi. The percentage of teacher candidates placed for student teaching in a geographical critical shortage area for their student teaching semester was 55.41% (n=768).

Table 132
2021-2022 Critical Shortage Area Placements

| | ASU n=33 | BU n=3 | BMCU n=42 | DSU n=68 | JSU n=84 | MC n=57 | MIL n=3 | MSU n=322 | MUW n=38 | MVSU n=18 | RC n=5 | TC n=12 | UM n=249 | USM n=306 | WCU n=146 |
|-----------------------|-------------|-----------|--------------|-------------|-------------|------------|------------|--------------|-------------|--------------|-----------|------------|-------------|--------------|--------------|
| Alcorn | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 7 | 0 | 0 |
| Amite Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Attala Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Baldwyn Pub | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Booneville | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| Canton Public | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Choctaw Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Claiborne Co | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Clarksdale | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| Cleveland | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Clinton Pub | 0 | 0 | 0 | 0 | 0 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Columbus | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Copiah Co | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 2 | 0 |
| Corinth | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Covington Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 |
| Desoto Co | 0 | 0 | 1 | 8 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 33 | 4 | 0 |
| E Tallahatchie | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Forest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Forrest Co AHS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Forrest Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 1 |
| Green Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Greenville Pub | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Greenwood- Leflore | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Grenada | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 |
| Hattiesburg | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 3 |

| | ASU n=33 | BU n=3 | BMCU n=42 | DSU n=68 | JSU n=84 | MC n=57 | MIL n=3 | MSU n=322 | MUW n=38 | MVSU n=18 | RC n=5 | TC n=12 | UM n=249 | USM n=306 | WCU n=146 |
|----------------|-------------|-----------|--------------|-------------|-------------|------------|------------|--------------|-------------|--------------|-----------|------------|-------------|--------------|--------------|
| Hinds Co | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 5 |
| Holly Springs | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 |
| Jackson Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 8 | 0 |
| Jackson Pub | 1 | 0 | 0 | 1 | 65 | 5 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 |
| Jefferson Co | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kemper Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kosciusko | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Lafayette Co | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 0 | 0 |
| Lauderdale Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laurel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Lawrence Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Leake Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Lee Co | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 8 | 0 | 0 |
| Leland | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Louisville | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Meridian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Natchez-Adams | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Albany | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 9 | 0 | 0 |
| Newton Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| North Pike | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 |
| North Tippah | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pass Christian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 1 |
| Philadelphia | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Picayune | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Pontotoc | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 0 |
| Quitman Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Scott Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Simpson Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 |
| Smith Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| South Tippah | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Starkville | | | | | | | | | | | | | | | |
| Oktibbeha | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sunflower | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 1 | 0 | 0 | 0 |

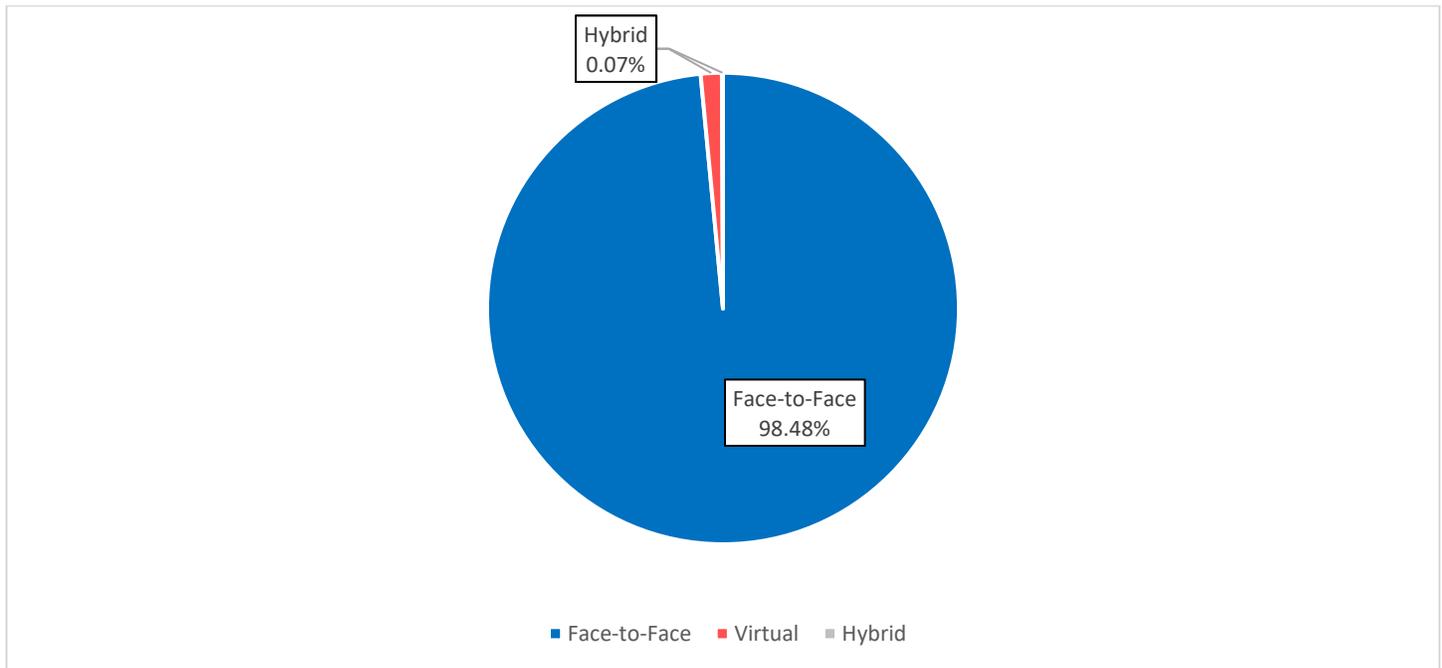
| | ASU n=33 | BU n=3 | BMCU n=42 | DSU n=68 | JSU n=84 | MC n=57 | MIL n=3 | MSU n=322 | MUW n=38 | MVSU n=18 | RC n=5 | TC n=12 | UM n=249 | USM n=306 | WCU n=146 |
|-----------------------|-------------|-----------|--------------|-------------|-------------|------------|------------|--------------|-------------|--------------|-----------|------------|-------------|--------------|--------------|
| Tishomingo Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 8 | 0 | 0 |
| Union Public | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vicksburg- Warren | 6 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Walthall Co | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Water Valley | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 |
| Wayne Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Webster Co | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| West Point | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Western Line | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Wilkinson Co | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Winona- Montgomery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yazoo City | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 33 | 0 | 26 | 48 | 71 | 40 | 1 | 246 | 18 | 17 | 4 | 11 | 142 | 82 | 29 |

As a result of the COVID-19 Pandemic, teacher candidates were given options for student teaching depending on the school where they were assigned: teaching face-to-face, virtual, or a combination of the two.

Table 133
2021-2022 Teacher Candidate Instruction Delivery

| EPP | Face-to-Face | | | Virtual | | | Hybrid | | |
|--------------|--------------|-------------|-------------|-----------|----------|-----------|----------|----------|----------|
| | F2021 | Sp2022 | Total | F2021 | Sp2022 | Total | F2021 | Sp2022 | Total |
| ASU | 5 | 28 | 33 | 0 | 0 | 0 | 0 | 0 | 0 |
| BU | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| BMCU | 20 | 22 | 42 | 0 | 0 | 0 | 0 | 0 | 0 |
| DSU | 35 | 33 | 68 | 0 | 0 | 0 | 0 | 0 | 0 |
| JSU | 42 | 42 | 84 | 0 | 0 | 0 | 0 | 0 | 0 |
| MC | 22 | 35 | 57 | 0 | 0 | 0 | 0 | 0 | 0 |
| MIL | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| MSU | 85 | 237 | 322 | 0 | 0 | 0 | 0 | 0 | 0 |
| MUW | 18 | 20 | 38 | 0 | 0 | 0 | 0 | 0 | 0 |
| MVSU | 6 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| RC | 0 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| TC | 8 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| UM | 4 | 245 | 249 | 0 | 0 | 0 | 0 | 0 | 0 |
| USM | 48 | 237 | 285 | 20 | 0 | 20 | 1 | 0 | 0 |
| WCU | 54 | 92 | 146 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 348 | 1017 | 1365 | 20 | 0 | 20 | 1 | 0 | 1 |

Figure 71
2021-2022 Teacher Candidate Instruction Delivery



Professional Development

Throughout the student teaching semester, the EPPs held several types of professional development opportunities both virtually and in-person. Professional development topics included some of the following: orientation sessions, bullying, active shooter training, Mississippi Common Assessment Training, technology in education, CPR training, legal issues, financial obligations, panel discussions, differentiated instruction, code of ethics, résumé, job interview skills, culturally responsive teaching, high leverage practices, licensure updates, data & process monitoring students, classroom management, COVID-19 safety requirements, liability insurance, Professional Growth System, professional organizations, first year teaching, parental engagement, collaboration, instructional strategies, and portfolio design. Over 430 professional development seminars were given across the state.

Table 134
2021-2022 Count of Professional Development Seminar Topics

| | F2021 | Sp2022 | Total |
|-------|-------|--------|-------|
| ASU | 6 | 8 | 14 |
| BU | 0 | 7 | 7 |
| BMCU | 6 | 16 | 22 |
| DSU | 6 | 7 | 13 |
| JSU | 10 | 10 | 20 |
| MIL | 3 | 3 | 6 |
| MC | 12 | 13 | 25 |
| MSU | 88 | 103 | 191 |
| MUW | 3 | 3 | 6 |
| MVSU | 25 | 14 | 39 |
| RC | 0 | 16 | 16 |
| TC | 13 | 15 | 28 |
| UM | 1 | 5 | 6 |
| USM | 12 | 10 | 22 |
| WCU | 3 | 12 | 15 |
| Total | 188 | 242 | 430 |

430
**Professional
Development
Seminar Topics**

Cooperating Teachers

During the 2021-2022 academic year, teacher candidates were placed with 1548 experienced teachers during their student teaching semester of which 12.27% (n=171) were National Board Certified Teachers (NBCT). Minimum requirements for a cooperating teacher include three years of effective teaching experience, hold a standard teaching license, teach in his/her field of licensure, participate in the statewide training on the administration of the EPP Common Assessments, and a recommendation by the principal and/or district's Office of Human Resources.

Table 135
2021-2022 Count of Cooperating Teachers

| | F2021 | Sp2022 | Total |
|--------------|------------|-------------|-------------|
| ASU | 7 | 44 | 51 |
| BU | 0 | 3 | 3 |
| BMCU | 25 | 30 | 55 |
| DSU | 34 | 31 | 65 |
| JSU | 39 | 38 | 77 |
| MIL | 1 | 2 | 3 |
| MC | 29 | 46 | 75 |
| MSU | 98 | 261 | 359 |
| MUW | 34 | 31 | 65 |
| MVSU | 6 | 13 | 19 |
| RC | 0 | 5 | 5 |
| TC | 8 | 5 | 13 |
| UM | 4 | 245 | 249 |
| USM | 79 | 283 | 362 |
| WCU | 54 | 93 | 147 |
| Total | 418 | 1130 | 1548 |

Table 136
2021-2022 Count of NBCT Cooperating Teachers

| | F2021 | Sp2022 | Total |
|--------------|-----------|------------|------------|
| ASU | 0 | 0 | 0 |
| BU | 0 | 1 | 1 |
| BMCU | 2 | 3 | 5 |
| DSU | 2 | 2 | 4 |
| JSU | 9 | 8 | 17 |
| MIL | 0 | 0 | 0 |
| MC | 4 | 10 | 14 |
| MSU | 6 | 16 | 22 |
| MUW | 3 | 2 | 5 |
| MVSU | 0 | 0 | 0 |
| RC | 0 | 0 | 0 |
| TC | 0 | 0 | 0 |
| UM | 3 | 54 | 57 |
| USM | 7 | 28 | 35 |
| WCU | 5 | 6 | 11 |
| Total | 41 | 130 | 171 |

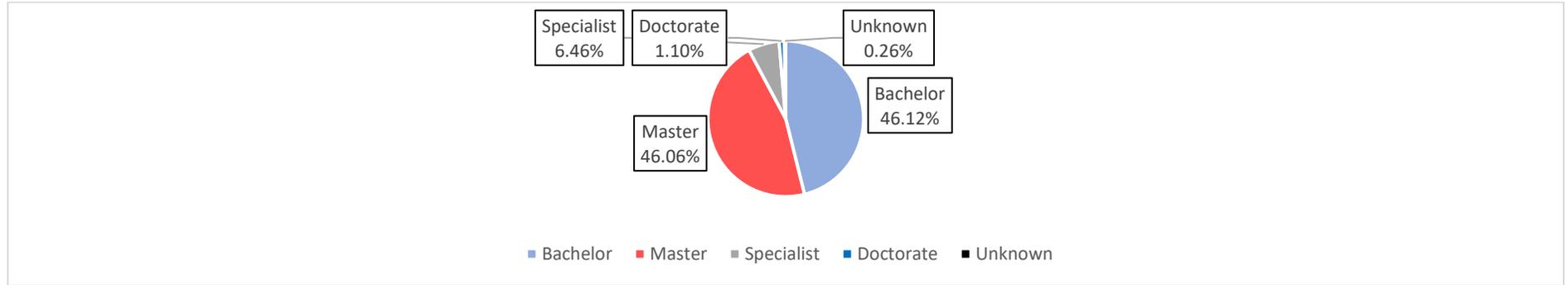
1548

Cooperating Teachers

Table 137
2021-2022 Cooperating Teachers' Highest Degree

| | Fall 2021 | | | | | Spring 2022 | | | | |
|--------------|------------|------------|------------|-----------|----------|-------------|------------|------------|-----------|----------|
| | Bachelor | Master | Specialist | Doctorate | Unknown | Bachelor | Master | Specialist | Doctorate | Unknown |
| ASU | 0 | 5 | 1 | 1 | 0 | 14 | 25 | 3 | 2 | 0 |
| BU | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 |
| BMCU | 13 | 12 | 0 | 0 | 0 | 10 | 18 | 2 | 0 | 0 |
| DSU | 15 | 14 | 5 | 0 | 0 | 20 | 9 | 2 | 0 | 0 |
| JSU | 18 | 17 | 4 | 0 | 0 | 8 | 21 | 8 | 1 | 0 |
| MIL | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| MC | 17 | 8 | 3 | 1 | 0 | 21 | 21 | 4 | 0 | 0 |
| MSU | 47 | 46 | 4 | 1 | 0 | 131 | 106 | 23 | 1 | 0 |
| MUW | 24 | 9 | 1 | 0 | 0 | 19 | 10 | 0 | 1 | 1 |
| MVSU | 0 | 4 | 1 | 1 | 0 | 3 | 7 | 3 | 0 | 0 |
| RC | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 2 |
| TC | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 2 | 0 | 0 |
| UM | 0 | 3 | 1 | 0 | 0 | 114 | 123 | 5 | 3 | 0 |
| USM | 34 | 39 | 5 | 1 | 0 | 112 | 145 | 13 | 3 | 0 |
| WCU | 20 | 30 | 3 | 0 | 1 | 53 | 36 | 4 | 0 | 0 |
| Total | 192 | 189 | 30 | 6 | 1 | 522 | 524 | 70 | 11 | 3 |

Figure 72
2021-2022 Cooperating Teacher Highest Degree



University Supervisors

During the 2021-2022 academic year, teacher candidates were supervised by 300 fulltime and adjunct faculty during their student teaching semester. Minimum requirements for a university supervisor are three years of effective P-12 teaching experience, prefer to hold a standard teaching license, participate in the statewide training on the administration of the EPP Common Assessments, and make at least four face-to-face/virtual visits per assigned teacher candidate during the student teaching experience.

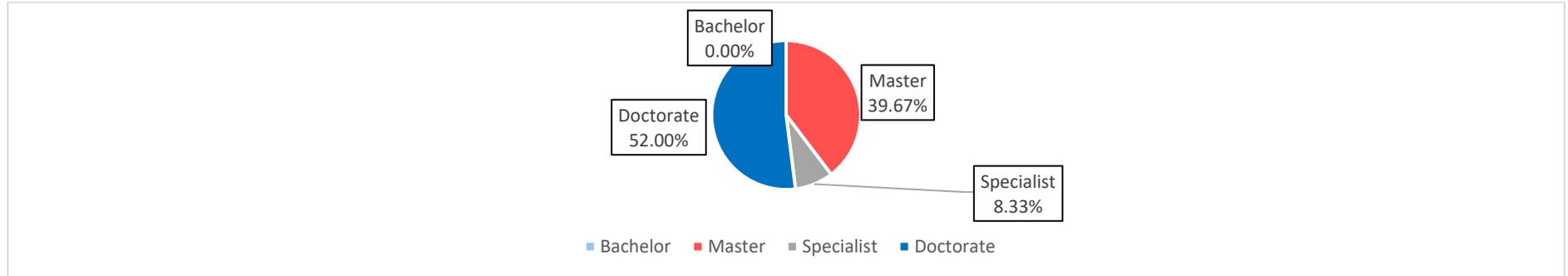
Table 138
2021-2022 Count of University Supervisors

| | F2021 | Sp2022 | Total |
|--------------|------------|------------|------------|
| ASU | 4 | 12 | 16 |
| BU | 0 | 1 | 1 |
| BMCU | 4 | 4 | 8 |
| DSU | 12 | 11 | 23 |
| JSU | 10 | 15 | 25 |
| MIL | 1 | 1 | 2 |
| MC | 10 | 10 | 20 |
| MSU | 35 | 64 | 99 |
| MUW | 3 | 5 | 8 |
| MVSU | 1 | 1 | 2 |
| RC | 0 | 1 | 1 |
| TC | 1 | 2 | 3 |
| UM | 3 | 31 | 34 |
| USM | 12 | 27 | 39 |
| WCU | 6 | 13 | 19 |
| Total | 102 | 198 | 300 |

300
University
Supervisors

Table 139*2021-2022 University Supervisors' Highest Degree*

| | Fall 2021 | | | | Spring 2022 | | | | US Total |
|--------------|-----------|-----------|------------|-----------|-------------|-----------|------------|------------|------------|
| | Bachelor | Master | Specialist | Doctorate | Bachelor | Master | Specialist | Doctorate | |
| ASU | 0 | 0 | 0 | 4 | 0 | 2 | 0 | 10 | 16 |
| BU | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| BMCU | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 3 | 8 |
| DSU | 0 | 3 | 2 | 7 | 0 | 3 | 1 | 7 | 23 |
| JSU | 0 | 1 | 1 | 8 | 0 | 2 | 1 | 12 | 25 |
| MIL | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| MC | 0 | 3 | 0 | 7 | 0 | 2 | 0 | 8 | 20 |
| MSU | 0 | 22 | 5 | 8 | 0 | 37 | 11 | 16 | 99 |
| MUW | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 4 | 8 |
| MVSU | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| RC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| TC | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 3 |
| UM | 0 | 1 | 0 | 2 | 0 | 14 | 1 | 16 | 34 |
| USM | 0 | 4 | 1 | 7 | 0 | 12 | 2 | 13 | 39 |
| WCU | 0 | 2 | 0 | 4 | 0 | 4 | 0 | 9 | 19 |
| Total | 0 | 41 | 9 | 52 | 0 | 78 | 16 | 104 | 300 |

Figure 73*2021-2022 University Supervisors' Degrees*

Teacher Candidate Exit Survey

At the conclusion of the fall and spring student teaching semesters, 1330 teacher candidates were sent invitations to complete a perception survey about their preparation. Of the 1330 teacher candidates, 43.31% (n=576) responded to the survey and 42.56% (n=566) completed all questions. Overall, 92.57% were satisfied with their preparation. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

Table 140
2021-2022 Teacher Candidate Exit Survey Results

| Preparation | Responses | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean |
|--|-----------|-------------------|---------------|-----------------|-----------------|------|
| 1. I was prepared to teach the content/ subject area(s) of my degree. (InTASC 4) | 576 | n=26 4.51% | n=9 1.56% | n=200 34.72% | n=341 59.20% | 3.49 |
| 2. I was prepared to apply content knowledge to real world problems to engage learners in critical thinking, creativity, and collaborative problem solving. (InTASC 5) | 576 | n=26 4.51% | n=10 1.74% | n=198 34.38% | n=342 59.38% | 3.49 |
| 3. I was prepared to use multiple methods of informal and formal assessments to engage learners in their growth, to monitor learner progress, to guide decision making, and to document K-12 student learning. (InTASC 6) | 576 | n=26 4.51% | n=17 2.95% | n=199 34.55% | n=334 57.99% | 3.46 |
| 4. I was prepared to use technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues. (InTASC 10) | 576 | n=29 5.03% | n=26 4.51% | n=191 33.16% | n=330 57.29% | 3.43 |
| 5. My preparation helped me to interpret and understand the laws related to learners' rights and teacher responsibilities (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). (InTASC 9) | 576 | n=26 4.51% | n=23 3.99% | n=214 37.15% | n=313 54.34% | 3.41 |

| | | | | | | |
|--|-----------|-------------------|---------------|-----------------|-----------------|------|
| 6. I was prepared to vary my instructional strategy depending on my role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction, and the needs of the learners. (InTASC 8) | 576 | n=26 4.51% | n=14 2.43% | n=194 33.68% | n=342 59.38% | 3.48 |
| 7. I was prepared to use a wide range of evidence-based instructional strategies, resources, and technological tools to effectively plan instruction that meets diverse learning needs. (InTASC 7) | 576 | n=26 4.51% | n=31 5.38% | n=203 35.24% | n=316 54.86% | 3.40 |
| 8. I was prepared to design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically). (InTASC 1) | 576 | n=27 4.69% | n=23 3.99% | n=207 35.94% | n=319 55.38% | 3.42 |
| 9. I was prepared to use strategies and resources to address the needs of students with exceptionalities (special needs, gifted, non-readers, multicultural/diversity needs, early/late finishers, etc.) (InTASC 2) | 576 | n=27 4.69% | n=37 6.42% | n=207 35.94% | n=305 52.95% | 3.37 |
| 10. I was prepared to create an environment that supports individual and collaborative learning that encourages positive social interaction, active engagement in learning, and self-motivation. (InTASC 3) | 576 | n=28 4.86% | n=5 0.87% | n=179 31.08% | n=364 63.19% | 3.53 |
| 11. I was prepared to adhere to the Mississippi Educator Code of Ethics. (InTASC 9) | 576 | n=26 4.51% | n=1 0.17% | n=135 23.44% | n=414 71.88% | 3.63 |
| 12. I was prepared to plan lessons aligned with Mississippi College and Career Readiness Standards. (InTASC 7) | 576 | n=30 5.21% | n=2 0.35% | n=140 24.31% | n=404 70.14% | 3.59 |
| Cooperating Teacher | Responses | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean |
| 1. My cooperating/mentor teacher discussed my evaluations and | 569 | n=25 4.39% | n=17 2.99% | n=119 20.91% | n=408 71.70% | 3.60 |

| | | | | | | |
|---|-----------|-------------------|---------------|-----------------|-----------------|------|
| offered suggestions and advice to improve my teaching effectiveness. (InTASC 6) | | | | | | |
| 2. My cooperating/mentor teacher encouraged me to utilize technological skills in my teaching to enhance students' performance. (InTASC 8) | 569 | n=22 3.87% | n=19 3.34% | n=138 24.25% | n=390 68.54% | 3.57 |
| 3. My cooperating/mentor teacher demonstrated a positive, collaborative partnership to support my development as an effective educator. (InTASC 10) | 569 | n=26 4.57% | n=10 1.76% | n=113 19.86% | n=420 73.81% | 3.63 |
| 4. My cooperating/mentor teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience. (InTASC 9) | 569 | n=23 4.04% | n=11 1.93% | n=111 19.51% | n=424 74.52% | 3.64 |
| University Supervisor | Responses | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean |
| 1. My university supervisor helped me to identify strengths and weaknesses and offer helpful suggestions to improve my teaching performance. (InTASC 6) | 566 | n=19 3.36% | n=26 4.59% | n=133 23.50% | n=388 68.55% | 3.57 |
| 2. My university supervisor evaluated my lesson plans and provided timely feedback for improvement before I taught the lesson. (InTASC 6) | 566 | n=27 4.77% | n=37 6.54% | n=125 22.08% | n=377 66.61% | 3.51 |
| 3. My university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10) | 566 | n=19 3.36% | n=7 1.24% | n=128 22.61% | n=412 72.79% | 3.65 |

Table 141
2021-2022 Teacher Candidate Exit Survey Contextual Information

| | | Count | Percentage |
|---|--------------------------|-------|------------|
| Gender | Female | 491 | 85.24% |
| | Male | 82 | 14.24% |
| | Non-binary | 2 | 0.35% |
| | Prefer not to answer | 1 | 0.17% |
| Ethnicity | Am Indian/Alaskan Native | 2 | 0.35% |
| | Asian/Pacific Islander | 3 | 0.52% |
| | Black/African American | 119 | 20.66% |
| | Hispanic | 13 | 2.26% |
| | White | 417 | 72.40% |
| | Multiple | 10 | 1.74% |
| | Choose not to disclose | 12 | 2.08% |
| Number of University Supervisor Observations (face-to-face/virtual) | Zero | 3 | 0.52% |
| | One | 3 | 0.52% |
| | Two | 68 | 11.81% |
| | Three | 149 | 25.87% |
| | Four | 232 | 40.28% |
| | Five | 66 | 11.46% |
| | Six | 19 | 3.30% |
| | Six Plus | 26 | 4.51% |
| | No Response | 10 | 1.74% |
| Would Recommend Cooperating Teacher to Mentor another Teacher Candidate | Yes | 529 | 91.84% |
| | No | 36 | 6.25% |
| | Blank | 11 | 1.91% |
| Responses | Emailed | 1330 | |
| | Completed Responses | 566 | |
| | Response Rate | | 42.56% |

Cooperating Teacher Survey

At the conclusion of the fall and spring student teaching semesters, 1546 cooperating teachers were sent invitations to complete a perception survey about their teacher candidate's preparation. Of the 1546 cooperating teachers, 57.31% (n=886) responded to the survey and 56.21% (n=869) completed all questions. Overall, 88.96% were satisfied with the preparation of their teacher candidate. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

Table 142
2021-2022 Cooperating Teacher Survey

| Preparation | Responses | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean |
|---|-----------|-------------------|---------------|-----------------|-----------------|------|
| 1. My teacher candidate was prepared to teach the content/subject area(s) of his/her degree. (InTASC 4) | 886 | n=29 3.27% | n=44 4.97% | n=329 37.13% | n=484 54.63% | 3.43 |
| 2. My teacher candidate was prepared to apply content knowledge to real world problems to engage learners in critical thinking, creativity, and collaborative problem solving. (InTASC 5) | 886 | n=25 2.82% | n=60 6.77% | n=353 39.84% | n=448 50.56% | 3.38 |
| 3. My teacher candidate was prepared to use multiple methods of informal and formal assessments to engage learners in their growth, to monitor learner progress, to guide decision making, and to document K-12 student learning. (InTASC 6) | 885 | n=22 2.49% | n=59 6.67% | n=363 41.02% | n=441 49.83% | 3.38 |
| 4. My teacher candidate was prepared to use technological tools and a variety of communication strategies to build learning communities that engage learners, families and colleagues (InTASC 10) | 885 | n=20 2.26% | n=39 4.41% | n=337 38.08% | n=489 55.25% | 3.46 |
| 5. My TC interpreted and understood the laws related to learners' rights and teacher responsibilities (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, | 885 | n=21 2.37% | n=29 3.28% | n=341 38.53% | n=494 55.82% | 3.48 |

| | | | | | | |
|--|-----------|-------------------|---------------|-----------------|-----------------|------|
| reporting in situations related to possible child abuse). (InTASC 9) | | | | | | |
| 6. My TC was prepared to vary instructional strategies depending on the role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction, and the needs of the learners. (InTASC 8) | 885 | n=22 2.49% | n=70 7.91% | n=352 39.77% | n=441 49.83% | 3.37 |
| 7. My TC was prepared to use a wide range of evidence-based instructional strategies, resources, and technological tools to effectively plan instruction that meets diverse learning needs. (InTASC 7) | 885 | n=23 2.60% | n=71 8.02% | n=357 40.34% | n=434 49.04% | 3.36 |
| 8. My TC was prepared to design and implement developmentally appropriate and challenging learning experience based on how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically). (InTASC 1) | 885 | n=24 2.71% | n=70 7.91% | n=364 41.13% | n=427 48.25% | 3.35 |
| 9. My TC was prepared to use strategies and resources to address the needs of students with exceptionalities (special needs, gifted, non-readers, multicultural/diversity needs, early/late finishers, etc.) (InTASC 2) | 885 | n=23 2.60% | n=86 9.72% | n=385 43.50% | n=391 44.18% | 3.29 |
| 10. My TC was prepared to create an environment that supports individual and collaborative learning that encourages positive social interaction, active engagement in learning, and self-motivation. (InTASC 3) | 885 | n=17 1.92% | n=39 4.41% | n=322 36.38% | n=507 57.29% | 3.49 |
| 11. My TC adhered to the Mississippi Educator Code of Ethics. (InTASC 9) | 885 | n=17 1.92% | n=12 1.36% | n=231 26.10% | n=625 70.62% | 3.65 |
| University Supervisor | Responses | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean |
| 1. The US and I worked as a team. (InTASC 10) | 881 | n=38 4.31% | n=60 6.81% | n=347 39.39% | n=436 49.49% | 3.34 |

| | | | | | | |
|---|------------------|--------------------------|-----------------|-----------------|-----------------------|-------------|
| 2. The US encouraged my teacher candidate. (InTASC 10) | 881 | n=20 2.27% | n=37 4.20% | n=326 37.00% | n=498 56.53% | 3.48 |
| 3. The US maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10) | 881 | n=40 4.54% | n=62 7.04% | n=291 33.03% | n=488 55.39% | 3.39 |
| EPP | Responses | Strongly Disagree | Disagree | Agree | Strongly Agree | Mean |
| 1. Based on my work with the teacher candidate from this institution, I would supervise another candidate from the same institution. (InTASC 10) | 870 | n=16 1.84% | n=40 4.60% | n=269 30.92% | n=545 62.64% | 3.54 |
| 2. I would recommend this institution to any individual who was interested in pursuing a teacher preparation program. (InTASC 9) | 870 | n=14 1.61% | n=37 4.25% | n=281 32.30% | n=538 61.84% | 3.54 |
| 3. The institution provided me with training (both initial/ongoing and virtual/physical) for my role as a cooperating teacher. (InTASC 9) | 870 | n=13 1.49% | n=48 5.52% | n=341 39.20% | n=468 53.79% | |
| 4. Other than my role as the cooperating teacher, the institution involves me in other aspects of the teacher preparation program, including other clinical preparation processes, continuous improvement, and evaluation of the program. (InTASC 10) | 870 | n=46 5.29% | n=178 20.46% | n=334 38.39% | n=312 35.86% | 3.05 |
| 5. I was involved with co-construction and co-selection of the clinical preparation of the institution's candidates. (InTASC 10) | 869 | n=87 10.01% | n=284 32.68% | n=270 31.07% | n=228 26.24% | 2.74 |

Table 143
2021-2022 Cooperating Teacher Survey Contextual Information

| | | Count | Percentage |
|---|--------------------------|-------|------------|
| Gender | Female | 779 | 87.92% |
| | Male | 107 | 12.08% |
| | Non-binary | 0 | 0% |
| | Prefer not to answer | 0 | 0% |
| Ethnicity | Am Indian/Alaskan Native | 0 | 0% |
| | Asian/Pacific Islander | 4 | 0.45% |
| | Black/African American | 145 | 16.37% |
| | Hispanic | 5 | 0.56% |
| | Multiple | 7 | 0.79% |
| | White | 713 | 80.47% |
| | Choose not to disclose | 12 | 1.35% |
| Years of Experience | 0-5 years | 79 | 8.92% |
| | 6-10 years | 204 | 23.02% |
| | 11-15 years | 198 | 22.35% |
| | 16-20 years | 186 | 20.99% |
| | More than 20 years | 219 | 24.72% |
| Number of Teacher Candidates Supervised Prior to this Teacher Candidate | 0 | 297 | 33.52% |
| | 1-5 | 444 | 50.11% |
| | 6-10 | 93 | 10.50% |
| | More than 10 | 52 | 5.87% |
| Number of University Supervisor Observations (face-to-face/virtual) | Zero | 35 | 3.95% |
| | One | 40 | 4.51% |
| | Two | 295 | 33.30% |
| | Three | 234 | 26.41% |
| | Four | 185 | 20.88% |
| | Five | 50 | 5.64% |
| | Six | 18 | 2.03% |
| | Six Plus | 24 | 2.71% |
| | Blank | 5 | 0.56% |
| Responses | Emailed | 1546 | |
| | Completed Responses | 869 | |
| | Response Rate | | 56.21% |

SECTION XV. Educator Preparation Provider Faculty

Data were provided by each EPP for the total professional education faculty. The 15 EPPs reported 725 total faculty. Out of the 725 faculty members reported, 28.28% (n=205) represented private EPPs while 71.72% (n=520) represented public EPPs. Mississippi State University employed the largest number of faculty (n=168) from the public EPPs while both Mississippi College and William Carey University employed the largest number of faculty (n=57) from the private EPPs.

Table 144
2021-2022 Public and Private EPP Faculty

| Public EPP | | Private EPP | |
|--------------|------------|--------------|------------|
| ASU | 8 | BMCU | 21 |
| DSU | 47 | BU | 55 |
| JSU | 56 | MIL | 3 |
| MSU | 168 | MC | 57 |
| MUW | 24 | RC | 6 |
| MVSU | 24 | TC | 6 |
| UM | 79 | WCU | 57 |
| USM | 114 | | |
| Total | 520 | Total | 205 |

Figure 74
2021-2022 Public and Private EPP Faculty

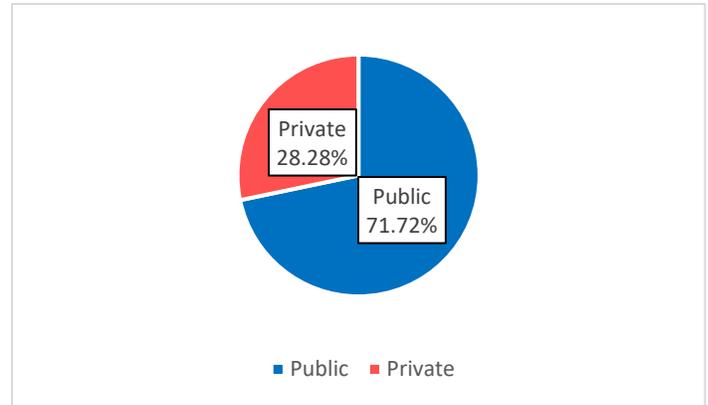
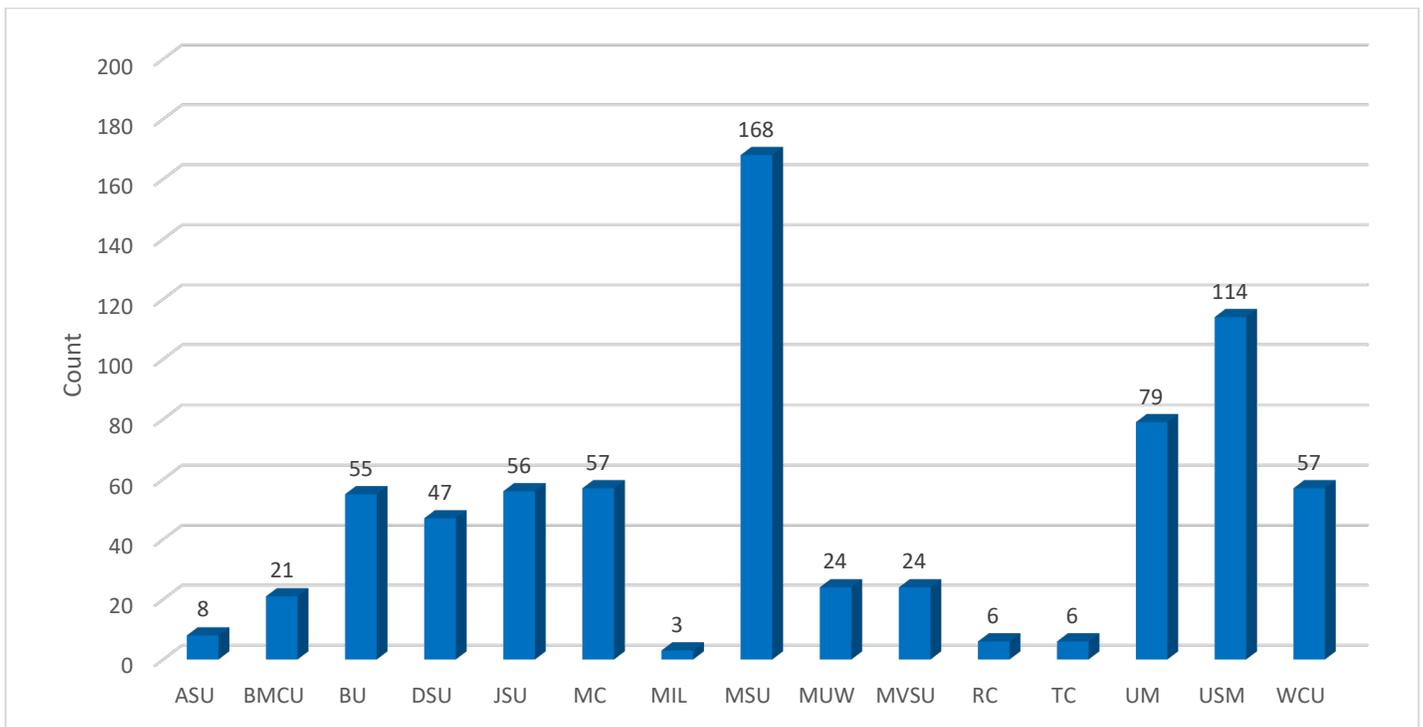


Figure 75
2021-2022 EPP Faculty



EPP Faculty by Gender

In the 2021-2022 academic year, 725 professional education faculty were reported as 72.55% female (n=526), 27.31% males (n=198), and 0.14% non-binary (n=1). Of the 725 professional education faculty, there were 205 faculty employed at a private EPP of which 21.52% (n=156) were female and 6.76% (n=49) were male. The public EPPs employed 520 faculty of which 51.03% (n=370) were female, 20.55% (n=149) were male, and 0.14% (n=1) were non-binary.

Table 145
2021-2022 EPP Faculty by Gender-Public v. Private

| | Public EPP | | | Private EPP | | | |
|--------------|------------|------------|------------|--------------|------------|------------|----------|
| | Female | Male | Non-binary | Female | Male | Non-binary | |
| ASU | 7 | 1 | 0 | BU | 46 | 9 | 0 |
| DSU | 39 | 8 | 0 | BMCU | 13 | 8 | 0 |
| JSU | 41 | 15 | 0 | MIL | 2 | 1 | 0 |
| MSU | 112 | 56 | 0 | MC | 46 | 11 | 0 |
| MUW | 21 | 3 | 0 | RC | 4 | 2 | 0 |
| MVSU | 16 | 8 | 0 | TC | 4 | 2 | 0 |
| UM | 49 | 30 | 0 | WCU | 41 | 16 | 0 |
| USM | 85 | 28 | 1 | | | | |
| Total | 370 | 149 | 1 | Total | 156 | 49 | 0 |

Figure 76
2021-2022 EPP Faculty by Gender

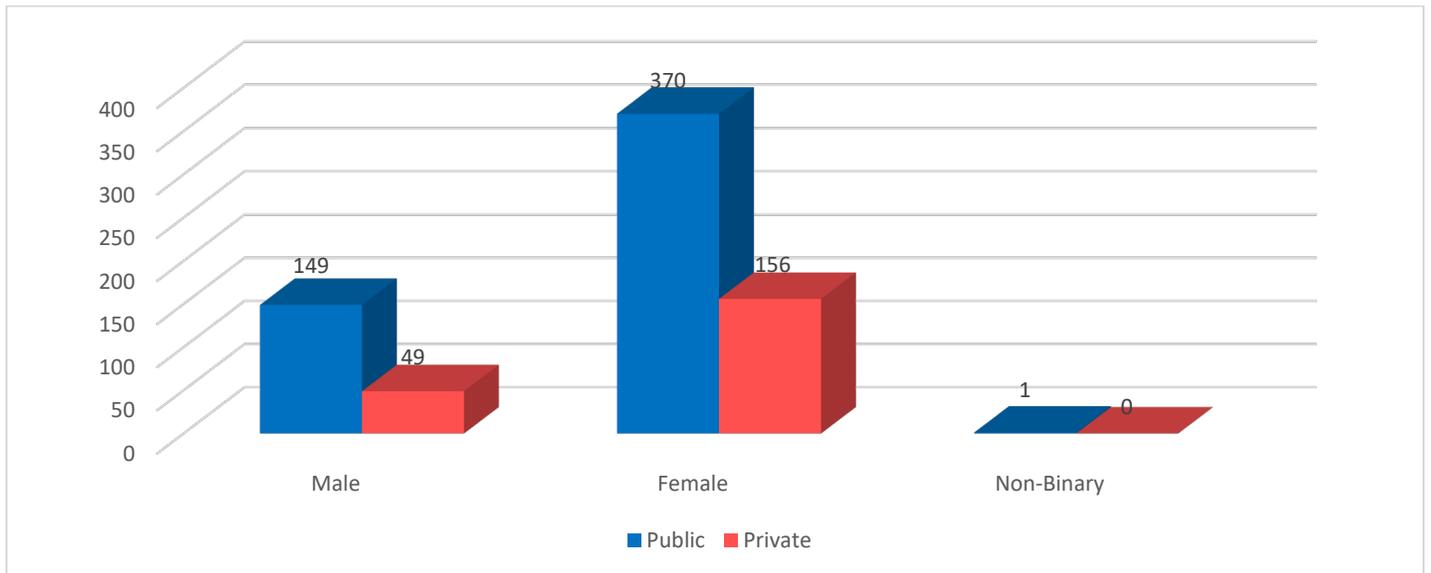
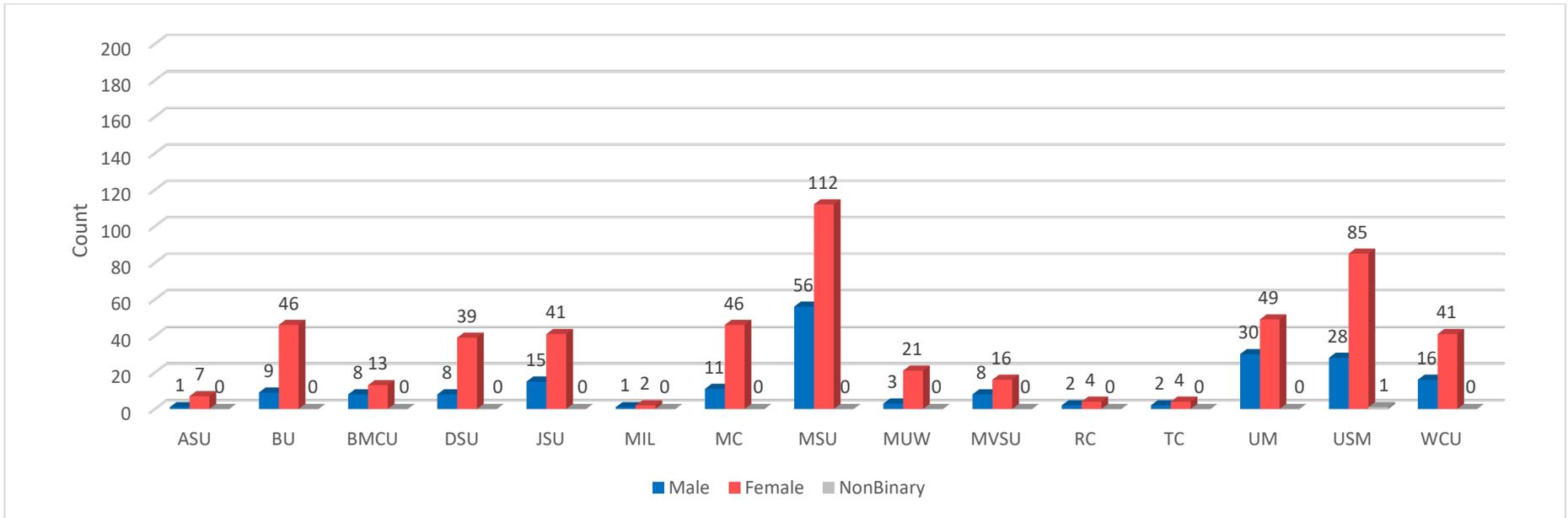


Figure 77
 2021-2022 EPP Faculty by Gender



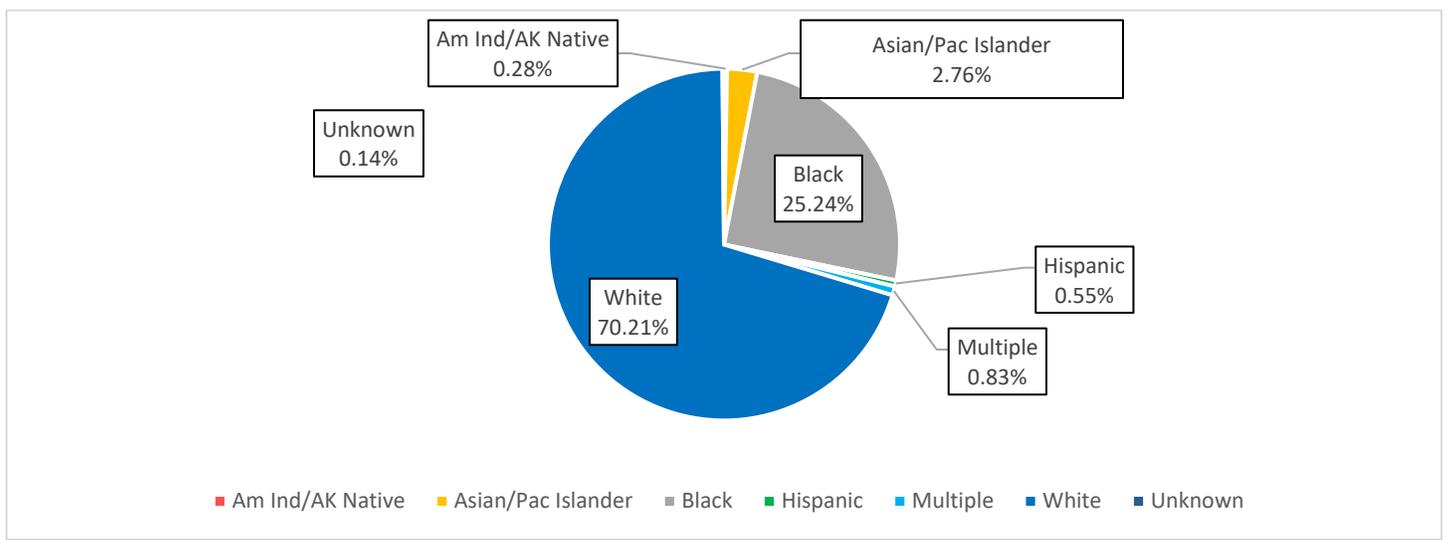
Teacher Education Faculty by Ethnicity

During the 2021-2022 year, there were 725 professional education faculty teaching at the 15 EPPs with 70.21% (n=509) white ethnicity followed by 25.24% (n=183) Black/African American ethnicity.

Table 146
2021-2022 EPP Faculty by Ethnicity

| EPP | Am Indian/ Alaskan Native | Asian/ Pacific Islander | Black/ African American | Hispanic | Multiple | White | Unknown | Total |
|--------------|---------------------------------|-------------------------------|-------------------------------|----------|----------|------------|----------|------------|
| ASU | 0 | 0 | 7 | 0 | 0 | 1 | 0 | 8 |
| BU | 0 | 0 | 25 | 0 | 0 | 30 | 0 | 55 |
| BMCU | 0 | 0 | 1 | 1 | 0 | 19 | 0 | 21 |
| DSU | 0 | 0 | 6 | 0 | 1 | 40 | 0 | 47 |
| JSU | 2 | 0 | 51 | 0 | 0 | 3 | 0 | 56 |
| MIL | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| MC | 0 | 0 | 11 | 0 | 0 | 46 | 0 | 57 |
| MSU | 0 | 11 | 23 | 2 | 1 | 130 | 1 | 168 |
| MUW | 0 | 0 | 2 | 0 | 1 | 21 | 0 | 24 |
| MVSU | 0 | 1 | 21 | 0 | 0 | 2 | 0 | 24 |
| RC | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |
| TC | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |
| UM | 0 | 1 | 7 | 0 | 0 | 71 | 0 | 79 |
| USM | 0 | 7 | 10 | 1 | 3 | 93 | 0 | 114 |
| WCU | 0 | 0 | 6 | 0 | 0 | 51 | 0 | 57 |
| Total | 2 | 20 | 183 | 4 | 6 | 509 | 1 | 725 |

Figure 78
2021-2022 EPP Faculty by Ethnicity



The following table represents the comparison of ethnicity between the private and public EPPs.

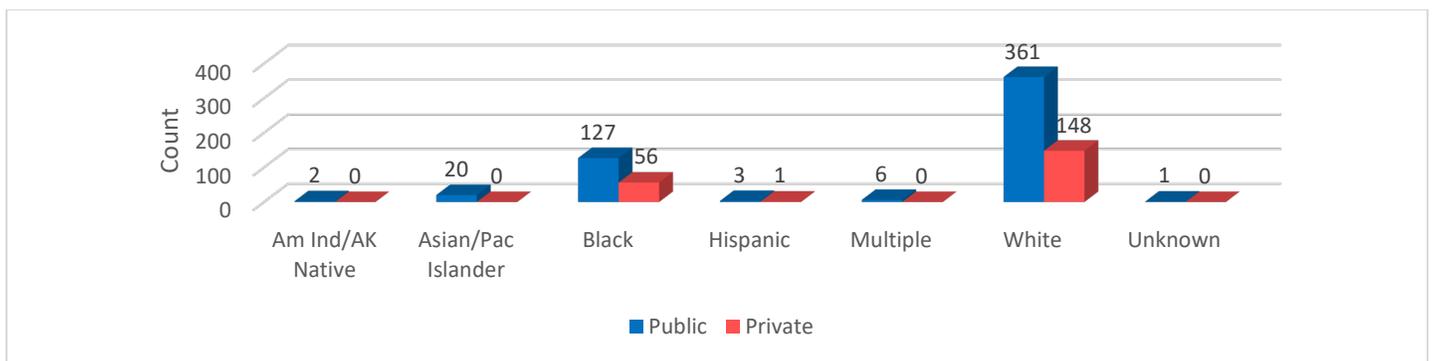
Table 147
2021-2022 EPP Faculty by Ethnicity-Public

| Public EPP | Am Indian/Alaskan Native | Asian/Pacific Islander | Black/African American | Hispanic | Multiple | White | Unknown | Total |
|--------------|--------------------------|------------------------|------------------------|----------|----------|------------|----------|------------|
| ASU | 0 | 0 | 7 | 0 | 0 | 1 | 0 | 8 |
| DSU | 0 | 0 | 6 | 0 | 1 | 40 | 0 | 47 |
| JSU | 2 | 0 | 51 | 0 | 0 | 3 | 0 | 56 |
| MSU | 0 | 11 | 23 | 2 | 1 | 130 | 1 | 168 |
| MUW | 0 | 0 | 2 | 0 | 1 | 21 | 0 | 24 |
| MVSU | 0 | 1 | 21 | 0 | 0 | 2 | 0 | 24 |
| UM | 0 | 1 | 7 | 0 | 0 | 71 | 0 | 79 |
| USM | 0 | 7 | 10 | 1 | 3 | 93 | 0 | 114 |
| Total | 2 | 20 | 127 | 3 | 6 | 361 | 1 | 520 |

Table 148
2021-2022 EPP Faculty by Ethnicity-Private

| Private EPP | Am Indian/Alaskan Native | Asian/Pacific Islander | Black/African American | Hispanic | Multiple | White | Unknown | Total |
|--------------|--------------------------|------------------------|------------------------|----------|----------|------------|----------|------------|
| BU | 0 | 0 | 25 | 0 | 0 | 30 | 0 | 55 |
| BMCU | 0 | 0 | 1 | 1 | 0 | 19 | 0 | 21 |
| MIL | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| MC | 0 | 0 | 11 | 0 | 0 | 46 | 0 | 57 |
| RC | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |
| TC | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |
| WCU | 0 | 0 | 6 | 0 | 0 | 51 | 0 | 57 |
| Total | 0 | 0 | 56 | 1 | 0 | 148 | 0 | 205 |

Figure 79
2021-2022 EPP Faculty by Ethnicity-Public v. Private



Professional Education Faculty by Degree Earned

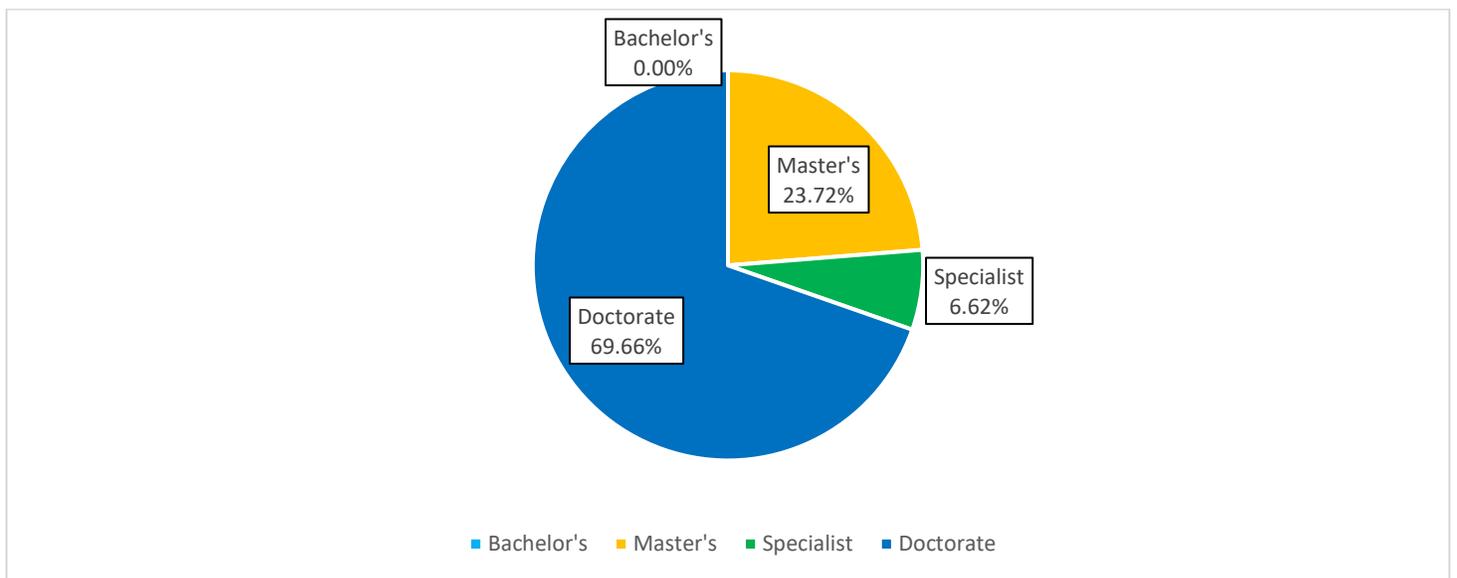
The following table represents the degrees earned by EPP education faculty. Out of the 725 professional education faculty, 70.60% (n=505) hold doctorate degrees.

Table 149
2021-2022 EPP Faculty by Degree Earned

| EPP | Bachelor's | Master's | Specialist | Doctorate |
|--------------|------------|------------|------------|------------|
| ASU | 0 | 0 | 1 | 7 |
| BU | 0 | 1 | 5 | 49 |
| BMCU | 0 | 8 | 1 | 12 |
| DSU | 0 | 11 | 9 | 27 |
| JSU | 0 | 2 | 2 | 52 |
| MIL | 0 | 1 | 1 | 1 |
| MC | 0 | 17 | 2 | 38 |
| MSU | 0 | 70 | 17 | 81 |
| MUW | 0 | 9 | 1 | 14 |
| MVSU | 0 | 4 | 1 | 19 |
| RC | 0 | 2 | 0 | 4 |
| TC | 0 | 1 | 0 | 5 |
| UM | 0 | 22 | 0 | 57 |
| USM | 0 | 21 | 2 | 91 |
| WCU | 0 | 3 | 6 | 48 |
| Total | 0 | 172 | 48 | 505 |

70%
EPP Faculty
Hold Doctorate
Degrees

Figure 80
2021-2022 EPP Faculty by Degree Earned



The following table represents the field or area of specialty that were reported for each EPP professional education faculty member. Out of the 725 faculty members, the largest group by field and/or specialty areas was listed Administration with 147 faculty, followed closely by Elementary Education with 132, and Physical Education with 47.

Table 150
2021-2022 EPP Faculty Area of Specialty

| Field or Specialty Area | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total |
|--------------------------------------|-----|----|------|-----|-----|-----|----|-----|-----|------|----|----|----|-----|-----|-------|
| Administration (Ed Leadership) | 2 | 18 | 2 | 6 | 26 | 1 | 15 | 32 | 1 | 2 | 0 | 0 | 13 | 8 | 21 | 147 |
| Art | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Business | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Child Development | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 4 | 0 | 2 | 2 | 5 | 1 | 20 |
| Curriculum Instruction | 1 | 1 | 0 | 2 | 3 | 0 | 3 | 15 | 0 | 2 | 0 | 0 | 0 | 0 | 18 | 45 |
| Dancing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Drama/Theater | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Dyslexia | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 11 |
| Education | 0 | 24 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 45 |
| Elementary Education | 1 | 9 | 5 | 22 | 10 | 0 | 2 | 21 | 9 | 0 | 0 | 0 | 23 | 28 | 2 | 132 |
| English | 1 | 1 | 2 | 1 | 1 | 0 | 3 | 4 | 1 | 1 | 0 | 0 | 4 | 3 | 1 | 23 |
| Gifted | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Instruct Sys & Workforce Development | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Library/Media | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 14 |
| Literacy/Reading | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 1 | 0 | 3 | 0 | 0 | 10 |
| Marketing | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Mathematics | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 1 | 2 | 2 | 0 | 0 | 7 | 4 | 2 | 24 |
| Music Education | 0 | 0 | 2 | 2 | 1 | 0 | 2 | 12 | 1 | 1 | 0 | 1 | 5 | 10 | 0 | 37 |
| Physical Education | 0 | 0 | 2 | 2 | 3 | 0 | 4 | 21 | 0 | 4 | 0 | 2 | 2 | 3 | 4 | 47 |
| Psychology (Education/School) | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 7 | 1 | 2 | 0 | 0 | 0 | 11 | 0 | 25 |

| Field or Specialty Area | ASU | BU | BMCU | DSU | JSU | MIL | MC | MSU | MUW | MVSU | RC | TC | UM | USM | WCU | Total |
|-------------------------|----------|-----------|-----------|-----------|-----------|----------|-----------|------------|-----------|-----------|----------|----------|-----------|------------|-----------|------------|
| School Counseling | 1 | 0 | 0 | 3 | 8 | 0 | 9 | 13 | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 44 |
| Science | 0 | 0 | 3 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 2 | 5 | 0 | 14 |
| Secondary Education | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 6 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 12 |
| Social Studies/History | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 5 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 14 |
| Special Education | 0 | 2 | 0 | 4 | 0 | 0 | 0 | 9 | 0 | 2 | 1 | 0 | 10 | 8 | 5 | 41 |
| Statistics | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Teaching and Learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| World Language | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 4 |
| Total | 8 | 55 | 21 | 47 | 56 | 3 | 57 | 168 | 24 | 24 | 6 | 6 | 79 | 114 | 57 | 725 |

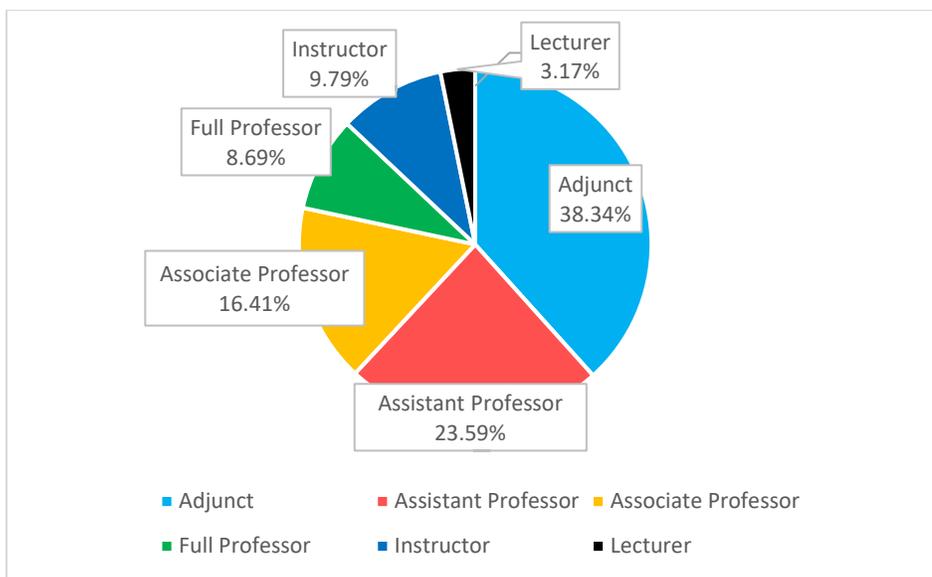
EPP Professional Education Faculty by Faculty Role

The following table represents teacher education faculty rank within the EPP. Each EPP provided information on faculty and the assignments within the programs. The adjunct position represented the largest role at 38.34% (n=278) faculty members with assistant professor as the second largest position at 23.59% (n=171).

Table 151
2021-2022 EPP Faculty by Role

| EPP | Adjunct | Asst. Professor | Associate Professor | Full Professor | Instructor | Lecturer | Total |
|--------------|------------|-----------------|---------------------|----------------|------------|-----------|------------|
| ASU | 2 | 4 | 0 | 1 | 1 | 0 | 8 |
| BU | 45 | 3 | 4 | 3 | 0 | 0 | 55 |
| BMCU | 4 | 3 | 5 | 3 | 6 | 0 | 21 |
| DSU | 21 | 15 | 2 | 0 | 9 | 0 | 47 |
| JSU | 31 | 9 | 11 | 4 | 1 | 0 | 56 |
| MIL | 2 | 0 | 1 | 0 | 0 | 0 | 3 |
| MC | 22 | 17 | 10 | 6 | 2 | 0 | 57 |
| MSU | 64 | 13 | 28 | 21 | 22 | 20 | 168 |
| MUW | 7 | 4 | 3 | 1 | 9 | 0 | 24 |
| MVSU | 7 | 10 | 3 | 3 | 1 | 0 | 24 |
| RC | 2 | 3 | 0 | 1 | 0 | 0 | 6 |
| TC | 0 | 2 | 2 | 1 | 0 | 1 | 6 |
| UM | 28 | 20 | 25 | 4 | 2 | 0 | 79 |
| USM | 27 | 44 | 15 | 12 | 14 | 2 | 114 |
| WCU | 16 | 24 | 10 | 3 | 4 | 0 | 57 |
| Total | 278 | 171 | 119 | 63 | 71 | 23 | 725 |

Figure 81
2021-2022 EPP Faculty by Role



9%
EPP Faculty
Full Professor

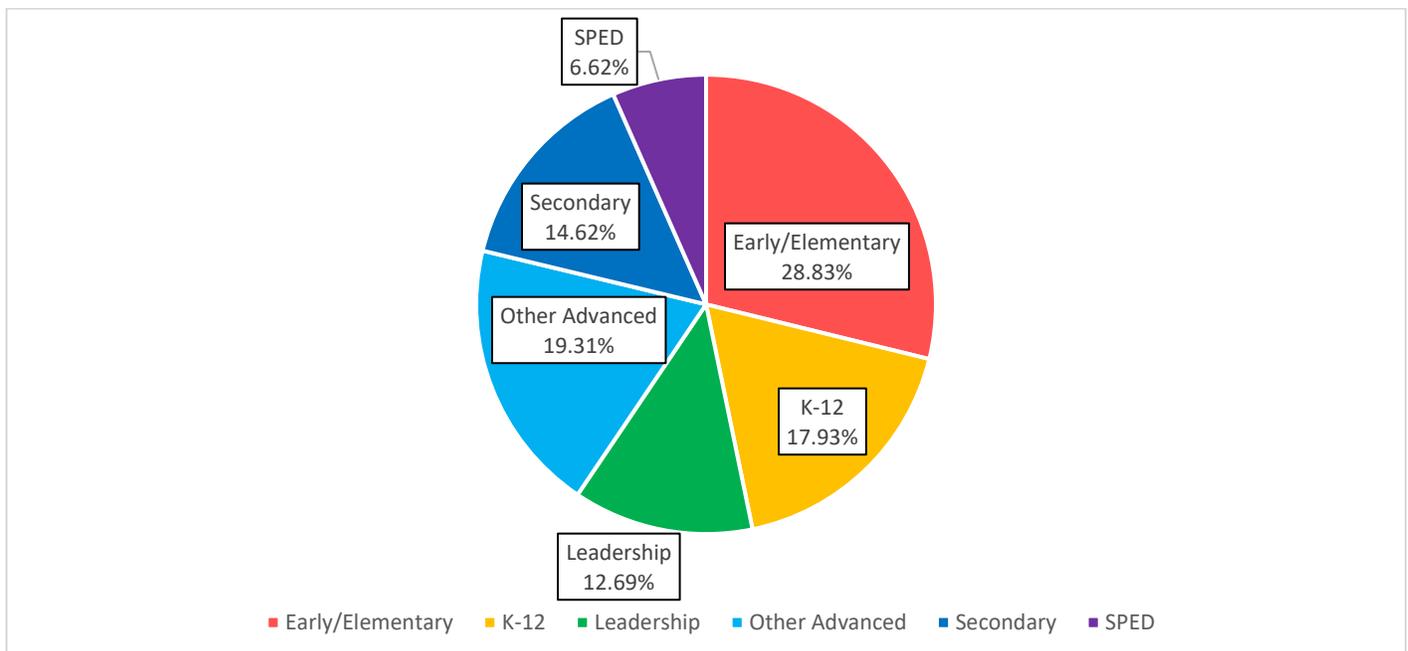
EPP Professional Education Faculty by Current Teaching Assignment

The following table represents the current teaching assignment for the EPP faculty across the 15 EPPs. Out of the 725 faculty, 209 were teaching in the Early/Elementary Education programs.

Table 152
2021-2022 EPP Faculty by Current Teaching Assignment

| EPP | Early/ Elementary | K-12 | Leadership | Other Advanced | Secondary | SPED | Total |
|--------------|----------------------|------------|------------|-------------------|------------|-----------|------------|
| ASU | 0 | 7 | 0 | 1 | 0 | 0 | 8 |
| BU | 0 | 3 | 6 | 45 | 1 | 0 | 55 |
| BMCU | 8 | 1 | 0 | 1 | 11 | 0 | 21 |
| DSU | 22 | 0 | 6 | 4 | 11 | 4 | 47 |
| JSU | 11 | 20 | 12 | 7 | 6 | 0 | 56 |
| MIL | 1 | 1 | 0 | 0 | 0 | 1 | 3 |
| MC | 18 | 0 | 11 | 17 | 9 | 2 | 57 |
| MSU | 46 | 48 | 19 | 18 | 21 | 16 | 168 |
| MUW | 14 | 3 | 0 | 3 | 4 | 0 | 24 |
| MVSU | 13 | 0 | 0 | 1 | 8 | 2 | 24 |
| RC | 2 | 1 | 1 | 0 | 1 | 1 | 6 |
| TC | 2 | 4 | 0 | 0 | 0 | 0 | 6 |
| UM | 31 | 5 | 12 | 6 | 15 | 10 | 79 |
| USM | 34 | 17 | 7 | 31 | 17 | 8 | 114 |
| WCU | 7 | 20 | 18 | 6 | 2 | 4 | 57 |
| Total | 209 | 130 | 92 | 140 | 106 | 48 | 725 |

Figure 82
2021-2022 EPP Faculty by Current Teaching Assignment



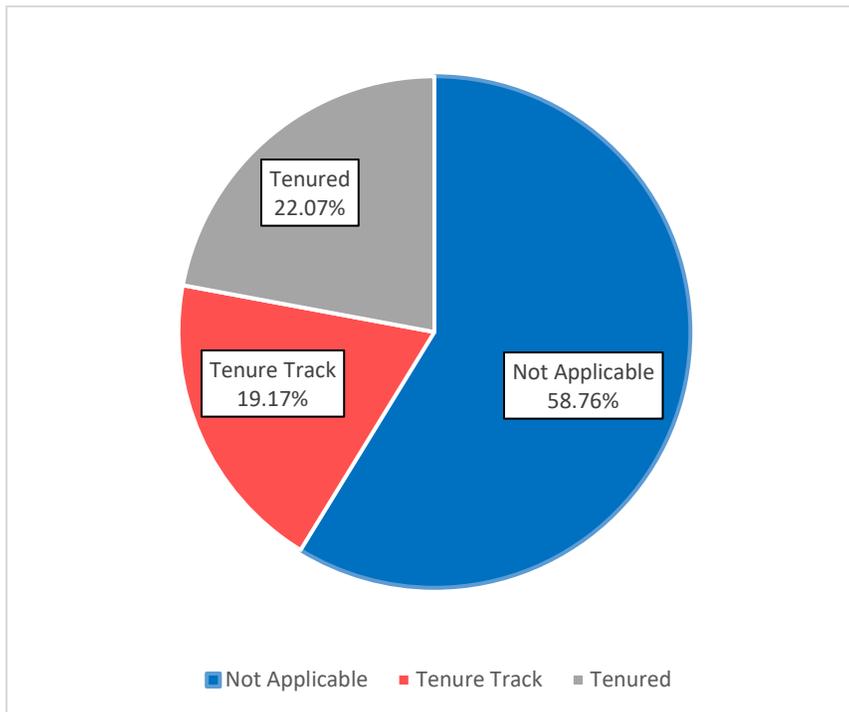
EPP Professional Education Faculty by Tenure Track

The following table represents the current tracks for the EPP education faculty.

Table 153
2021-2022 EPP Faculty by Tenure Track

| EPP | Not Applicable | Tenure Track | Tenured | Total |
|--------------|----------------|--------------|------------|------------|
| ASU | 3 | 4 | 1 | 8 |
| BU | 45 | 5 | 5 | 55 |
| BMCU | 21 | 0 | 0 | 21 |
| DSU | 30 | 17 | 0 | 47 |
| JSU | 35 | 9 | 12 | 56 |
| MIL | 2 | 0 | 1 | 3 |
| MC | 25 | 5 | 27 | 57 |
| MSU | 112 | 10 | 46 | 168 |
| MUW | 15 | 5 | 4 | 24 |
| MVSU | 8 | 13 | 3 | 24 |
| RC | 5 | 0 | 1 | 6 |
| TC | 2 | 1 | 3 | 6 |
| UM | 40 | 7 | 32 | 79 |
| USM | 62 | 28 | 24 | 114 |
| WCU | 21 | 35 | 1 | 57 |
| Total | 426 | 139 | 160 | 725 |

Figure 83
2021-2022 EPP Faculty by Tenure Track



22%
**Faculty
Members
Tenured**

EPP Professional Education Faculty by Active Licensure

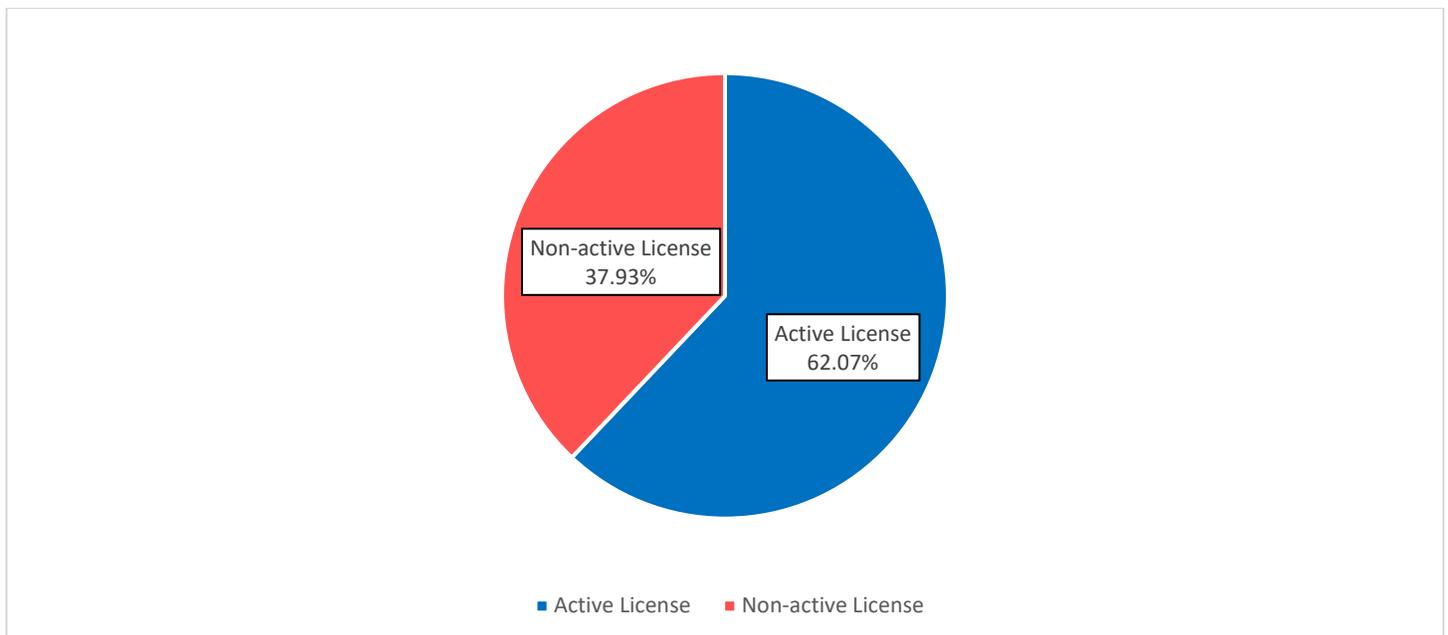
The following table represents the number of EPP education faculty across the 15 EPPs who hold licensure in the state. Out of the 725 faculty, 37.93% (n=275) faculty members do not have an active educator license and 62.07% (n=450) have an active educator license.

Table 154
2021-2022 EPP Faculty by Active Licensure

| EPP | No | Yes | Total |
|--------------|------------|------------|------------|
| ASU | 1 | 7 | 8 |
| BU | 13 | 42 | 55 |
| BMCU | 5 | 16 | 21 |
| DSU | 20 | 27 | 47 |
| JSU | 19 | 37 | 56 |
| MIL | 0 | 3 | 3 |
| MC | 7 | 50 | 57 |
| MSU | 101 | 67 | 168 |
| MUW | 10 | 14 | 24 |
| MVSU | 15 | 9 | 24 |
| RC | 3 | 3 | 6 |
| TC | 3 | 3 | 6 |
| UM | 31 | 48 | 79 |
| USM | 43 | 71 | 114 |
| WCU | 4 | 53 | 57 |
| Total | 275 | 450 | 725 |

Active Licensure Certification is defined as currently holding Licensure within the state of Mississippi.

Figure 84
2021-2022 EPP Faculty by Active Licensure



EPP Education Faculty by Clinical Faculty

The following table represents the current clinical EPP faculty across the 15 EPPs. Out of the 725 faculty, 56.83% (n=412) faculty members were not identified as clinical faculty, and 43.17% (n=313) were identified as clinical faculty.

Table 155
2021-2022 EPP Clinical Faculty

| EPP | Non-Clinical | Clinical | Total |
|--------------|--------------|------------|------------|
| ASU | 1 | 7 | 8 |
| BU | 32 | 23 | 55 |
| BMCU | 17 | 4 | 21 |
| DSU | 15 | 32 | 47 |
| JSU | 44 | 12 | 56 |
| MIL | 2 | 1 | 3 |
| MC | 16 | 41 | 57 |
| MSU | 97 | 71 | 168 |
| MUW | 8 | 16 | 24 |
| MVSU | 15 | 9 | 24 |
| RC | 5 | 1 | 6 |
| TC | 4 | 2 | 6 |
| UM | 45 | 34 | 79 |
| USM | 81 | 33 | 114 |
| WCU | 30 | 27 | 57 |
| Total | 412 | 313 | 725 |

Clinical Faculty is defined as EPP faculty member whose primary responsibilities are clinical supervision and/or clinical instruction.

Figure 85
2021-2022 EPP Clinical Faculty

