

2017 EPP Annual Report

CAEP ID:	10875	AACTE SID:	4900
Institution:	Western Carolina University		
Unit:	College of Education and Allied Professions		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 345

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

The North Carolina State BOE approved an add-on program in Adapted Curriculum K-12 (spring, 2016), which can be added to any area of special education (e.g., General Curriculum). The curriculum will be made available to students who want to add the license on to the BSED in Inclusive Education. Four courses are required: SPED 241 Exceptional Learners in the Adapted Curriculum, SPED 311 Positive Behavior Interventions and Supports for Students with Severe Disabilities, SPED 344 Assistive Technology, and SPED 414 Accessing the Adapted Curriculum.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

enrollment, PRAXIS and Pearson pass rates, PEDS report, US News and World Report, NC IHE report, NCATE/CAEP report, Title II report:

<http://www.wcu.edu/learn/departments-schools-colleges/ceap/about-the-college/ceap-office-of-assessment/>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

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

1. Candidates have limited opportunities to interact with diverse candidates.	(ITP)	(ADV)
---	-------	-------

After our NCATE Legacy visit, the College of Education and Allied Professions facilitated a university-wide plan for Teacher Recruitment for the University of North Carolina General Administration. Each UNC IHE created such a plan, in which there were four sections: Situation Analysis, Recruitment Goal-Setting, Formulating Key Recruitment Strategies, and Developing Action Plans. The WCU Situation Analysis included descriptions of environmental factors, market characteristics, institutional practices, and financial incentives as both driving forces restraining forces. Below is more detail from the plan. Please note that goal 3 of 4 relates specifically to the Area for Improvement cited in our NCATE Legacy review.

Goal 1: Increase the number of prospective teachers.

- a. Increase inquiries from high school seniors by 20% over the next five years.
- b. Increase the number of enrolled freshman indicating an interest in teacher education by 20% over the next five years.
- c. Increase the number of declared secondary math and science education candidates by 20% over the next five years.
- d. Increase the number of declared middle grades education candidates by 30% over the next five years.
- e. Increase the number of declared inclusive education candidates by 20% over the next five years.
- f. Triple the number of declared TESOL (Teaching English to Speakers of Other Languages) candidates over the next five years. These candidates include declared secondary academic concentrations (SAC) in elementary education as well as the minor in middle grades or secondary education.

Goal 2: Track and increase the individualized recruitment efforts between prospective candidates and WCU faculty, staff, students, and alumni.

- a. Increase the number of interactions with prospective teachers by 30% prior to admission to Teacher Education over the next five years.
- b. Track all interactions in order to collect data on enrollment and retention over the next five years.

Goal 3: Increase minority representation among teacher education candidates by 10% over the next five years.

Goal 4: Increase the initial passing rates on exams required for admission and licensure. *See Appendix B and C

- a. Increase initial passing rates on Praxis Core by 15% over the next five years.
- b. Increase initial passing rates on Pearson Foundations of Reading and General Curriculum by 15% over the next five years.

The Key Strategies (section three) developed for Goal 3 include the following:

Categories for Key Strategies: OS = Organization and Structure; DI = Data and Information; MR = Marketing and Recruitment (Website, Social Media, Diversity, High-need Licensure Areas); PM = Program Modifications; FI = Financial Incentives

Goal 3: Increase minority representation among teacher education candidates by 10% over the next five years.

- a. Send recruitment materials and information about programs to local black sororities, fraternities, and churches (MR).
- b. Visit high schools (and send materials to these schools) with higher populations of minority students (MR).
- c. Take minority teacher education candidates on recruitment visits and to events (MR).
- d. Seek funding for scholarships to support underserved students of color (e.g., funding to support tuition and/or other costs). Or, seek funding to support graduates of targeted high schools with higher populations of minority students (FI).

Five Action Plans (section four) were developed and four related directly to Goal three. Action Plans included key strategies/enabling objectives, explanations, tasks, completion dates, responsible parties, budgets, and evaluation/controls. Below is a sampling of key strategies, tasks, and budget items.

Action Plans: Professional Examination Preparation (Goal 4), Inquiry & Interaction Tracking (Goal 1, 2, & 3), Focus on Freshman (Goal 1, 2, & 3), Developing Prospects (Goal 1, 2, & 3), and Web & Social Media (Goal 1, 2, 3, & 4)

Sampling of Key Strategy/Enabling Objective: Track teacher education inquiries, contacts, enrollment, retention, and program completion and use information to make additional contacts; Maintain and enhance opportunities for freshman teacher education prospects; Engage and interact with prospects in Western North Carolina and beyond with the goal of increasing enrollment in teacher education; Engage the public, teacher education prospects, and current teacher education candidates through an active and profession social media and web presence.

Sampling of Tasks:

Build an electronic system for tracking all inquiries (i.e., web, email, phone calls, mailings, events, etc.).

Utilize tracking system to make additional contact with prospects via social media, email, and document campus visits.

Send recruitment materials and information about programs to local sororities, fraternities, and churches with diverse populations.

Participate in university-wide events to recruit undeclared students and major changes (e.g., Majors Fairs, Recalibrate Your Compass, etc.).

Target high schools outside of Western North Carolina to recruit diverse candidates for teacher education programs.

Visit high schools and other events outside Western North Carolina to recruit diverse candidates for teacher education programs (e.g, personal outreach).

Partner with Cherokee Central to connect current teacher education candidates with junior/senior students.

Send recruitment materials and information about programs to local black sororities, fraternities, and churches.

Seek funding for scholarships to support underserved students of color (e.g., funding to support tuition and/or other costs).

Seek funding to support graduates of targeted high schools with higher populations of minority students.

Send recruitment materials and information about programs to diverse student organizations and clubs on campus.

Section 7. Accreditation Pathway

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

The College of Education and Allied Professions at Western Carolina University had a NCATE Legacy visit in the fall of 2015. We were not asked to create a Selected Improvement Plan. Instead, we were to choose a standard for which we believed there was movement toward the target level of performance. We chose Standard 2 Assessment System and Unit Evaluation. In our letter (5/17/16) we received notification that the Selected Improvement Commission of CAEP made the distinct decision to recognize our EPP is at target on standard tw

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Kim Winter

Position: Associate Dean & Licensure Officer

Phone: 828.227.3306

E-mail: kkruebel@wcu.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.