



**College of Education and Health Professions  
Ed-Prep Programs  
Reporting Data Sources and Office Contacts**

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**Annual Review and Improvement Report**

<http://ir.columbusstate.edu/assess/AnnualProgramReview.php>

These are reports that provide Program Goals / Objectives, Program Outcomes, Assessment Method, Assessment Criteria, Assessment Results (MAP, Dispositions...), and Use of Results.

Office Contact: [Office of Institutional Research and Effectiveness](#)

**CAEP**

*National Reporting for Accreditation*

The Council for the Accreditation of Educator Preparation (CAEP) advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

The EPP Annual Report centers on eight annual measures. When fully developed, these measures of program outcome and impact will be a means for educator preparation providers (EPPs) to demonstrate the quality of their programs and graduates to CAEP, prospective candidates, policymakers, and the media—people who care about educator preparation. EPPs will have access to the data to advance their own continuous improvement efforts and report to the public.

Through collaboration and the use of data collected in this report, CAEP will endeavor to build a significant accreditation data resource to monitor performance and report on benchmarks and national trends.

The strategy CAEP has taken to develop the annual measures is to a) phase-in the measures over time and b) work with states and stakeholders to request data that are potentially the most useful for EPPs.

By creating common definitions for terms and consistency in reporting protocols, benchmarks can be identified and EPPs can compare and learn from colleagues who are experiencing success and/or facing similar challenges.

**Independent Third Party Evaluator (IP3E): National Scoring**

Office Contact: [COEHP Office of Graduate Studies](#)

## **Department Fact Books**

### *Online, Public Reporting*

The *College of Education and Health Professions Assessment Council* was established to manage, maintain, and formally document meaningful data as well as trend analyses and retention rates.

The Council is charged with providing annual, departmental fact books that include college, department, and program data. The online fact books are designed to provide data for national, state, and local reporting. Other uses include promoting programs, providing a quick data reference guide, and writing grants to make informed program improvement plans.

In addition, the Council reviews, maintains, and validates the Institutional Intelligence (Business Intelligence), COEHP In-House Dashboards.

Office Contact: COEHP Office for Assessment and Accreditation

## **Educator Teacher Performance Assessment (edTPA)**

### *Georgia's Plan: Beginning Teachers are Learner [Classroom] Ready on Day 1*

The edTPA assessment is intended to improve the ability to predict a candidate's teaching effectiveness and impact on student learning. The assessment focus is on 5 critical areas: Planning for Instruction, Delivering Instruction, Assessing Learning, Analyzing the Impact of a Candidate's Teaching, and Academic Language Development.

**Independent Third Party Evaluator (IP3E): National Scoring**

Office Contact: COEHP Office for Curriculum and Faculty Development

## **GACE**

### *State Reporting-Georgia Assessments for the Certification of Educators*

The Georgia Assessments for the Certification of Educators® (GACE®) is Georgia's state-approved educator certification assessment program. The purpose of the assessments is to assure that the knowledge and skills acquired by prospective Georgia educators are aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum — the Common Core Georgia Performance Standards (CCGPS).

The GACE program helps the Georgia Professional Standards Commission (GaPSC) meet its goal of ensuring that educator candidates meet these standards before receiving their educator certification in the state of Georgia.

The GaPSC has contracted with Educational Testing Service (ETS) to assist in the development and administration of the GACE program.

**Independent Third Party Evaluator (IP3E): National Scoring**

Office Contact: COEHP Office for Assessment and Accreditation

## **Georgia Board of Regents Educator Prep Reports**

### *BOR State Reporting*

The Teacher Preparation Accountability Report is a collection of meaningful indicators designed to alert the University System of Georgia System Office to potential problems with the quality of academic programs or with entire teacher preparation units on USG campuses.

Office Contact: COEHP Office for Assessment and Accreditation

## **IPRC**

### *National Report –U.S. Department of Education*

The Institutional and Program Report Card (IPRC) system is an online tool by which Institutions of Higher Education (IHE) and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements on teacher preparation, certification and licensing mandated by Title II.

If a state chooses to use the IPRC system, all IHEs in the state must report to the state using this system. IHEs may need to develop their own internal systems or processes to collect the necessary information to enter into the IPRC system.

Using the IPRC data entry system is not required by law; however, it has been designed to help IHEs, and ultimately states, with their data collection process.

Office Contact: COEHP Office for Assessment and Accreditation

## **LiveText Exhibit Center and Program Portfolios**

### *Assessment and Accreditation Assessment Tool*

The *LiveText* electronic portfolio is a data management tool that allows the College of Education and Health Professions to [organize and display](#) its data for assessment, accreditation, reporting, and to address program improvement issues in a timely manner. Selected benefits include:

- ✚ Assessment planning features allow for reporting on program and college outcomes
- ✚ Generate meaningful and useful data reports with aggregated summaries, as well as drill down for detailed analysis, track program goals, and report annually on outcomes and goals for departments, programs, and majors
- ✚ Design a customized Exhibit Center showcasing assessment evidence and continuous improvement plans for accreditation, assessment, and reporting. The Exhibit Center is linked to program portfolios, which organizes and displays data and reduces the *data clutter*. Note: Clutter is disorganized data, some of which may well be unnecessary over [Office time](#), which cannot be reasonably extracted into reports as needed.

Office Contact: COEHP Office for Assessment and Accreditation

## **PAAR**

*State Report –Georgia Professional Standards Commission (GaPSC)*

The Preparation Approval Annual Report (PAAR) collects information describing professional education units and educator preparation programs.

PAAR collects and stores descriptive information about the preparing institution or agency and professional education unit, and also about each preparation program.

The information provided will be aggregated over multiple collection years and will contribute to the base of knowledge supporting the approval review process.

PAAR is web-based and allows easy transfer of your information to GaPSC. It allows the program review "manager" at your institution to monitor reporting progress using the built-in date and author displays. These displays show the parts of the report that are finished, who did the work, and when it was completed.

The PAAR reporting system is changing and should be fully operational by AY 2016 Reporting Year [report will include more EPP state data; e.g., Ethics Assessment, survey Response Rates, Program Performance Overview.

Office Contact: COEHP Office for Assessment and Accreditation

## **PEDS**

*National Report –American Association of Colleges for Teacher Education (AACTE)*

The Professional Education Data System (PEDS) provides AACTE with member-specific data on enrollment, degree, program completion, faculty, and resources.

It serves as an authoritative aggregate database for member institutions' professional education programs and research. Selected data are included in publications and provide a rich description of AACTE member institutions to the public. Selected PEDS trend data are shared with the National Council for Accreditation of Teacher Education (NCATE) for annual accreditation reports.

Office Contact: COEHP Office for Assessment and Accreditation

## **Survey: Alumni Satisfaction Survey**

*Local, State, and National Reporting*

The confidential alumni survey consists of questions concerning the Columbus State University Alumnus. The surveys are used to help CSU assess and improve the current preparation programs in the College of Education and Health Professions.

Office Contact: COEHP Office for Assessment and Accreditation

## **Survey: Employer Satisfaction Survey**

### *Local, State, and National Reporting*




The confidential employer survey consists of questions concerning the Educator (Teacher, Counselor, or Educational Leader) currently working at the survey participant's school. The Educator is a graduate of Columbus State University (CSU) and is identified in the survey, which is sent out via email. The surveys are used to help CSU assess and improve the current preparation programs in the College of Education and Health Professions.

Office Contact: COEHP Office for Assessment and Accreditation

## **TPMS**

### *Traditional Program Management System (TPMS)*

The TPMS system [interacts](#) with the Georgia Professional Standards Commission data systems: [MyPSC](#) (candidate account), [ExpressLane](#) (program completers applications), and [PAAR/Title II](#). Data integrity is the key to the SUCCESS.

-  Admitted candidate data are entered into TPMS
-  Candidate claims enrollment via MyPSC
-  Completed candidate data are entered into TPMS

Office Contact: Office for Student Advising and Field Experience

## **Title II Report**

*National and State Report – U.S. Department of Education and Georgia Professional Standards Commission*

The 2008 reauthorization of the *Higher Education Act* made sweeping changes to the data collection required under Title II.

Section 205 in Title II of the *Higher Education Act, as amended in 2008*, requires each state receiving funding under the Act to report annually on **the quality of teacher preparation** in the state, including:

- ✚ Information on each teacher preparation program in the state, such as admissions requirements, enrollment, and supervised clinical experience information;
- ✚ **Standards** for teachers and their alignment with standards for students;
- ✚ **Requirements** for each teaching credential;
- ✚ Pass rates on each **assessment** used by states in credentialing teachers and the reliability and validity of these assessments;
- ✚ State **standards** for evaluating the performance of teacher preparation programs;
- ✚ Descriptions of alternative routes to a teaching credential;
- ✚ Descriptions of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, preparing teachers to teach students with disabilities or who are limited English proficient, and preparing teachers to use technology; and
- ✚ State efforts in the past year to improve the **quality** of teaching.

Reports by states using assessments for teacher credentialing include pass rates on tests disaggregated by teacher preparation program in the state. The law also requires institutions to make their reports available to the public.

Office Contact: COEHP Office for Assessment and Accreditation

Note: As of 2-5-15 the report is still in the verification process.

**U.S. News and World Report**

*Best Graduate Schools –2015 Statistical Survey of Graduate Programs in Education*  
Rankings and data on approximately 1800 Schools –Columbus State University

**Excerpt: Online Summary**

Columbus State University is a public institution that was founded in 1958. It has a total undergraduate enrollment of 7,021, its setting is urban, and the campus size is 132 acres. It utilizes a semester-based academic calendar. Columbus State University's ranking in the 2015 edition of Best Colleges is Regional Universities (South), Tier 2. Its in-state tuition and fees are \$6,898 (2014-15); out-of-state tuition and fees are \$19,794 (2014-15).

<http://colleges.usnews.rankingsandreviews.com/best-colleges/columbus-state-university-1561>

U.S. News rank	School	Tuition and Fees	Total enrollment	Fall 2013 acceptance rate	Average freshman retention rate	6-year graduation rate
RNP	Bethel University McKenzie, TN	\$15,714	5,749	61.6%	62% <sup>s</sup>	34%
RNP	Charleston Southern University Charleston, SC	\$22,840	3,269	68.9%	64% <sup>s</sup>	36%
RNP	Columbus State University Columbus, GA	in-state: \$6,898, out-of-state: \$19,794	8,164	56%	68%	31%

Note: As of 2-5-15 the U.S. News and World Report is still in the verification process.

**Office Contacts**

COEHP Office for Assessment and Accreditation

CSU Office for Institutional Research