

# 2017 EPP Annual Report

<b>CAEP ID:</b>	18117	<b>AACTE SID:</b>	3570
<b>Institution:</b>	Notre Dame College		
<b>Unit:</b>	Division of Professional Education		

## 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 164

**\*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  
No Change / Not Applicable

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

3.6 Change in state program approval  
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.

- Ohio Teacher Evaluation System Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider - Ohio Principal Evaluation System Results for Ohio Principals Prepared by an Ohio Educator Preparation Provider - Field and Clinical Experiences Required by Ohio Educator Preparation Provider Candidates - Licensure Test Results for Ohio Educator Preparation Provider Program Completers - Value-added Data for K-12 Students Taught by Ohio Teachers Prepared by an Ohio Educator Preparation Provider - Demographic Information for Schools in Which Ohio Educator Preparation Provider-Prepared Teachers with Value-Added Data Serve - Academic Measures Used to Inform Admissions Decisions at Ohio Educator Preparation Provider Programs - Survey Results of Pre-Service Teacher Candidates Enrolled in Ohio Educator Preparation Provider Programs - Survey Results of Ohio Resident Educators Who Were Prepared by Ohio Educator Preparation Providers - Survey Results of Ohio Principal Interns Enrolled in Ohio Educator Prep:  
<http://www.notredamecollege.edu/academics/academic-divisions/education>

## 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 5 cited as a result of the last NCATE review:

1. Limited evidence was found to show that unit faculty are committed to scholarly productivity.	(ITP)	(ADV)
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Notre Dame College is a teaching college that values faculty members' performance in the classroom and in the field more than professional publications or presentations. Faculty members' student evaluations are reviewed on a continuing basis, followed by performance reports and advising with the division chair and/or Vice President of Academic and Student Affairs if necessary. Faculty members are encouraged, but not required, to engage in research and publication, and to participate in local, state and national professional organizations and their conferences; and there has been an increase in participation levels in all of these areas over the past year. Of the adjunct and full time faculty, 95% belong to professional organizations and 50% sit on committees within those organizations. All full time faculty members are participants in professional organizations and have attended at least one conference this past year. One faculty member is currently preparing a manuscript that she co-authored with a graduate student. Another member is conducting a research study in four schools and will be presenting the results at a poster session at the International Literacy Association Conference in July 2017. Two faculty members will be presenting talks at this year's Day of Scholarship to report on information gleaned from professional conferences. At least two online professional development meetings are held each academic year that require attendance from all faculty members. Further, all faculty members have been involved on some level with Quality Support Workshops sponsored by AACTE. Following is a list of individual members' accomplishments:

1. Four division members won the President's Lectureship for their research and work in an after school tutoring program for an investment school in Cleveland OH and presented their research findings to the college faculty in April 2016.
2. Two members have had their collaborative work in community schools recognized by the college's public relations department for their projects that bring teacher candidates to area schools for model/master's classes in teaching.
3. The Accreditation Chair served on NCTE's committee for Notable Children's Books in the Language Arts. She is the chair of the All Things Accreditation TAG for AACTE and has led online workshops for the TAG this year. Finally, she serves as the Treasurer for the Children's Literature and Reading Special Interest Group for the International Literacy Association.

## Section 7. Accreditation Pathway

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

This report will focus on the Selected Improvement Plan that has been identified for the CAEP visit in April 2018, based on data gathered by the division through interviews and a Survey Monkey about technology education in the division. A year ago, during a stakeholders' meeting of the Advisory Council for the division, discussion centered on a major concern from teacher candidates and cooperating teachers having to do with a need to update technology instruction. The Division of Professional Education had a Computer Technology program until two years ago when it was made dormant due to lack of enrollment. Since then, only one computer class has been offered that is offered as one of the first upper biennium courses that candidates take after admission to the division. The syllabus for the course had not been updated in several years, and this was problematic. Candidates complained that they were not being taught needed information in current technology practices beyond basic information in Word, Excel, PowerPoint, and the use of podcasts. The college has several computer labs, but none of them are equipped with Smart Boards or notebooks. This is a serious concern for the division, and a task force has been created in the past year to address the issues. The results of a Survey Monkey indicated that while faculty members are well versed in using TK20, Adobe Connect, Moodle, PowerPoints and Excel spreadsheets for instruction and data collection and analysis, they are not embedding technology education in their courses to any degree. The task force has been given a mandate to update the current technology course and to work with faculty members in incorporating more technology into their classes. A grant is being sought for the purchase of Smart Boards, note books, and, possibly, smart televisions for use in the campus labs. Since many of our courses are offered online to candidates

outside of our immediate geographical area, we are working on ways to ensure that these candidates are able to find and practice with technology in their field experiences. More assessments that require the use of technology to research and create projects as well as requiring creative uses of technology for P-12 students are being written into courses. We have also enlisted the help of a new faculty member in the Art Department who is an expert in computer gaming to work with our faculty to develop gaming strategies in course delivery and assessment requirements.

## 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

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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.