



Annual Reporting Measures

2022

(CAEP Component 5.4 | A 5.4)

Measure 1: Completer Impact and Effectiveness

Impact on P-12 learning and development (Component 4.1)

2020-2021: State provided data indicated 10 graduates were evaluated using Student Learning outcome data. All were scored with an overall rating of MET. For 5 certified as Early Childhood, 4 were scored Proficient, 1 was scored Exemplary. For 5 certified as Elementary Education, 3 were scored Proficient, 2 were scored Exemplary. No individual SLO submissions were received from individual graduates.

2019-2020: State provided data indicated 10 graduates were evaluated using Student Learning outcome data. All were scored with an overall rating of MET. Names or licensure areas were not provided which prevented disaggregation. No individual SLO submissions were received from individual graduates.

2018-2019: State provided data indicated 8 graduates were evaluated using Student Learning Outcome data. All were scored with an overall rating of MET. However, we were not provided names or licensure areas, so we are not able to disaggregate these data. Due to Covid-19, we were unable to capture individual SLO submissions from our graduates.

Indicators of teaching effectiveness (Component 4.1)

South Carolina has a state-wide evaluation system (ADEPT) which is implemented in each EPP and district. The tables below indicate our graduates' performance in each of the ADEPT standards.



Student Graduate Evaluation Results (ADEPT) Report

2020-2021: South Carolina Teaching Standards 4.0												
	2020-2021				2020-2019				2019-2018			
	EPP		State		EPP		State		EPP		State	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Graduates Evaluated with SCTS 4.0	10	100%	1887	100%	11	100%	1890	100%	8	100%	1821	100%
Total Graduates Evaluated	10	100%	2013	100%	11	100%	2030	100%	8	100%	1939	100%
	EPP	State			EPP	State			EPP	State		
	No.	No.			No.	No.			No.	No.		
Domain 1: Planning												
Instructional Plans	3.02	3.18			3.17	3.16			3.25	3.12		
Student Work	2.76	3.05			3.03	3.03			3.25	2.96		
Assessment	2.79	3.02			3.02	2.94			3.12	2.93		
Domain 2: Instruction												
Standards & Objectives	3.00	3.20			3.03	3.18			3.12	3.10		
Motivating Students	3.09	3.26			2.98	3.26			3.25	3.13		
Presenting Instructional Content	3.09	3.22			3.02	3.14			3.25	3.10		
Lesson Structure & Pacing	2.99	3.12			2.98	3.12			3.38	3.05		
Activities & Materials	2.93	3.14			3.00	3.18			3.12	3.04		
Questioning	2.63	3.02			3.14	2.97			3.00	2.97		
Academic Feedback	2.89	3.08			3.12	3.04			3.00	3.00		
Grouping Students	2.93	3.02			3.03	3.09			3.25	2.98		
Teacher Content Knowledge	3.18	3.36			3.18	3.39			3.25	3.27		
Teacher Knowledge of Students	3.24	3.32			3.17	3.33			3.38	3.16		
Thinking	2.66	3.01			3.06	2.96			3.00	2.95		
Problem Solving	2.94	3.00			3.11	2.99			3.12	2.97		
Domain 3: Environment												
Expectations	2.98	3.37			3.18	3.30			3.29	3.17		
Engaging Students and Managing Behavior	2.87	3.45			3.24	3.30			3.50	3.18		
Environment	3.04	3.47			3.24	3.42			3.38	3.29		
Respectful Culture	3.16	3.57			3.24	3.49			3.62	3.34		
Domain 4: Professionalism												
1. The educator is prompt, prepared, and particip	3.40	3.29			3.23	3.30			3.38	3.35		
2. The educator appropriately attempts to imple	3.30	3.31			3.23	3.27			3.38	3.25		
3. The educator develops and works on a yearly pl	3.40	3.31			3.18	3.27			3.50	3.20		
4. The educator selects specific activities, conten	3.30	3.31			3.27	3.24			3.38	3.31		
5. The educator makes thoughtful and accurate as	3.40	3.23			3.18	3.27			3.50	3.18		
6. The educator offers specific actions to improve	3.40	3.26			3.14	3.21			3.38	3.18		
7. The educator accepts responsibilities contributi	3.30	3.26			3.27	3.15			3.62	3.25		
8. The educator utilizes student achievement data	3.60	3.23			3.27	3.18			3.50	3.11		
9. The educator actively supports school activities	3.50	3.37			3.27	3.24			3.62	3.29		
10. The educator accepts leadership responsibilit	3.20	3.17			3.27	3.25			3.62	3.18		



Analysis: (N=10) Limestone University Teacher Education (LUTE) averages were significantly below state averages in 12 of 29 categories. LUTE averages have trended downward in 26 of 29 categories over the last three cycles. However, LUTE averages have trended upward in 10 of those 26 categories during the last two cycles. When the data is disaggregated by program, three programs had more than two graduates. Of the three programs, Early Childhood averages were lowest in 23 of 29 categories in 2020-2021. Early Childhood averages were again lowest in 23 of 29 categories when data was combined for all three cycles.

Planning: LUTE averages decreased over the last two cycles in three of three categories but did not fall significantly under state averages.

Instruction: LUTE averages decreased over the last two cycles in seven of 12 categories and were significantly lower than state averages in seven of 12 categories. Lowest averages and of particular concern were Questioning, Thinking, and Student Work. In each area, Early childhood was the only program with $n > 2$ that was not at or above state averages.

Environment: LUTE averages decreased over the last two cycles and were significantly lower than state averages in all four categories. Early childhood was the only program with $n > 2$ that was not at or above state averages.

Professionalism: LUTE averages improved in eight of 10 categories in 2020-2021 and were significantly higher than state averages in eight of 10 categories.

We understand that with $n=28$ graduates evaluated over three years and $n=10$ in 2020-2021, our populations are very small and subject to an inordinate impact from a single evaluation. We do see a problematic trend in Early Childhood. We replaced the Early Childhood Coordinator and she has been working to revise and improve our curriculum. We will also examine declines in Instruction and Environment. We are very pleased with the increases we have seen in professionalism. Professionalism has been a point of emphasis for our programs during the last two years.



Measure 2: Satisfaction of Employers and Stakeholder Involvement

2020-2021: Three principals responded to the Employer survey for a return rate of 30%. Results reflect the employer satisfaction of 3/10 graduates total. While this cohort consisted of 12 graduates, the survey only went to 8 employers as two principals hired two of our graduates. One graduate chose to serve in the military. A second graduate returned to Zimbabwe to teach.

- 100% The Teacher has demonstrated a passion for all/most of the students in the classroom and school.
 - 66.7% The Teacher has demonstrated a strong/adequate passion for teaching.
 - 66.7% The Teacher has demonstrated a strong/adequate passion for learning.
 - 66.7% The Teacher has demonstrated a strong/adequate passion for the education profession as a whole.
 - 100% The Teacher has demonstrated a strong/adequate ability to teach the content for the teaching assignment.
 - 66.7% The Teacher has demonstrated a strong/adequate ability to use appropriate pedagogy (teaching strategies) when teaching students.
 - 100% The Teacher has demonstrated a strong/adequate ability to assess students.
 - 66.7% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.
 - 100% The Teacher has demonstrated a strong/adequate ability to use technology to teach students.
 - 66.7% The Teacher has demonstrated strong/adequate classroom management abilities.
 - 66.7% The Teacher has demonstrated strong/adequate cultural competence pertaining to students.
 - 33.3% The Teacher has demonstrated strong/adequate ability to be a leader in a school.
 - 100% The Teacher has demonstrated a strong/adequate ability to advocate for students.
 - 66.7% The Teacher has demonstrated a strong/adequate ability to advocate for the teaching profession.
 - 100% The Teacher has demonstrated a strong/adequate ability to positively contribute to the legacy of the Limestone Teacher Education Program.
 - 100% The Teacher has demonstrated as strong/adequate ability to communicate with students, colleagues, and parents.
 - 100% The Teacher has demonstrated a strong/adequate professional appearance.
 - 33.3% The Teacher has demonstrated a strong/adequate ability to participate in the community.
 - *66.7% The Teacher has demonstrated a strong/adequate ability to be an active citizen.
 - 100% The Teacher has demonstrated a strong/adequate ability to present one's self professionally on social media.
 - 100% The Teacher has demonstrated a strong/adequate ability to be an active colleague in school.
 - 100% The Teacher has demonstrated strong/adequate soft skills.
 - 100% The Teacher has demonstrated a strong/adequate positive work ethic.
- *Indicates one non-response to the question

Analysis:

Strengths: Passion for students; ability to teach content; assessment; ability to use technology; advocate for students; ability to positively contribute to the Teacher Education Program; communication; professional appearance; social media presence; ability to be an active colleague; soft skills; positive work ethic

Areas for Improvement: Ability to be a leader in a school; ability to participate in the community



2019-2020: Three principals responded to the Employer survey for a return rate of 30%. Results reflect the Employer satisfaction of 3/10 graduates total. While this cohort consisted of 11 graduates, the survey only went to 10 employers as one retired at the time of this report.

- 100% The Teacher has demonstrated a passion for all/most of the students in the classroom and school.
 - 100% The Teacher has demonstrated a strong/adequate passion for teaching.
 - 100% The Teacher has demonstrated a strong/adequate passion for learning.
 - 100% The Teacher has demonstrated a strong/adequate passion for the education profession as a whole.
 - 100% The Teacher has demonstrated a strong/adequate ability to teach the content for the teaching assignment.
 - 100% The Teacher has demonstrated a strong/adequate ability to use appropriate pedagogy (teaching strategies) when teaching students.
 - 100% The Teacher has demonstrated a strong/adequate ability to assess students.
 - 100% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.
 - 100% The Teacher has demonstrated a strong/adequate ability to use technology to teach students.
 - 100% The Teacher has demonstrated strong/adequate classroom management abilities.
 - 100% The Teacher has demonstrated strong/adequate cultural competence pertaining to students.
 - 100% The Teacher has demonstrated strong/adequate ability to be a leader in a school.
 - 100% The Teacher has demonstrated a strong/adequate ability to advocate for students.
 - 100% The Teacher has demonstrated a strong/adequate ability to advocate for the teaching profession.
 - 100% The Teacher has demonstrated a strong/adequate ability to positively contribute to the legacy of the Limestone Teacher Education Program.
 - 100% The Teacher has demonstrated a strong/adequate ability to communicate with students, colleagues, and parents.
 - 100% The Teacher has demonstrated a strong/adequate professional appearance.
 - *66.7% The Teacher has demonstrated a strong/adequate ability to participate in the community.
 - 100% The Teacher has demonstrated a strong/adequate ability to be an active citizen.
 - *33.3% The Teacher has demonstrated a strong/adequate ability to present one's self professionally on social media.
 - 100% The Teacher has demonstrated a strong/adequate ability to be an active colleague in school.
 - 100% The Teacher has demonstrated strong/adequate soft skills.
 - 100% The Teacher has demonstrated a strong/adequate positive work ethic.
- *Indicates two non-responses to the question

Analysis:

Strengths: Passion for students, teaching, learning and the teaching profession; ability to teach content; use of pedagogy; assessment; use of data for decision making; use of technology; classroom management; cultural competence; ability to be a leader in the school; advocate for students; advocate for the teaching profession; ability to positively contribute to the legacy of Teacher Education; communication; professional appearance; ability to be an active citizen and colleague; soft skills; positive work ethic

Areas for Improvement: Ability to present one's self professionally on social media.



2018-2019: Six principals responded to the Employer survey for a return rate of 50%. (Two of the principals hired two of our graduates each.) Results reflect the Employer satisfaction of 8/14 graduates total.

- 83% The Teacher has demonstrated a passion for all/most of the students in the classroom and school.
 - 100% The Teacher has demonstrated a strong/adequate passion for teaching.
 - 100% The Teacher has demonstrated a strong/adequate passion for learning.
 - 100% The Teacher has demonstrated a strong/adequate passion for the education profession as a whole.
 - 83% The Teacher has demonstrated a strong/adequate ability to teach the content for the teaching assignment.
 - 83% The Teacher has demonstrated a strong/adequate ability to use appropriate pedagogy (teaching strategies) when teaching students.
 - 100% The Teacher has demonstrated a strong/adequate ability to assess students.
 - 67% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.
 - 83% The Teacher has demonstrated a strong/adequate ability to use technology to teach students.
 - 100% The Teacher has demonstrated strong/adequate classroom management abilities.
 - 67% The Teacher has demonstrated strong/adequate cultural competence pertaining to students.
 - 50% The Teacher has demonstrated strong/adequate ability to be a leader in a school.
 - 100% The Teacher has demonstrated a strong/adequate ability to advocate for students.
 - 83% The Teacher has demonstrated a strong/adequate ability to advocate for the teaching profession.
 - 83% The Teacher has demonstrated a strong/adequate ability to positively contribute to the legacy of the Limestone Teacher Education Program.
 - 83% The Teacher has demonstrated as strong/adequate ability to communicate with students, colleagues, and parents.
 - 100% The Teacher has demonstrated a strong/adequate professional appearance.
 - 83% The Teacher has demonstrated a strong/adequate ability to participate in the community.
 - 83% The Teacher has demonstrated a strong/adequate ability to be an active citizen.
 - *83% The Teacher has demonstrated a strong/adequate ability to present one's self professionally on social media.
 - 100% The Teacher has demonstrated a strong/adequate ability to be an active colleague in school.
 - 100% The Teacher has demonstrated strong/adequate soft skills.
 - 100% The Teacher has demonstrated a strong/adequate positive work ethic.
- *Indicates one non-response to the question

Analysis:

Strengths: Passion for teaching, learning and the teaching profession; assessment; classroom management; advocate for students; professional appearance; ability to be an active colleague; soft skills; positive work ethic

Areas for Improvement: Ability to be a leader in the school.



Measure 3: Candidate Competency at Program Completion

Employment Milestones: (South Carolina Department of Education)

2020-2021: (N=12) All bachelor's level; 17% received the R2S Requirement endorsement and 83% received the R2S Literacy Teacher endorsement.

2019-2020: (N=10) All bachelor's level; 40% received the R2S Requirement endorsement and 60% received the R2S Literacy Teacher endorsement.

2018-2019: (N=16) All bachelor's level; 13% received the R2S Requirement endorsement and 25% received the R2S Literacy Teacher endorsement.

Graduation Rates (initial):

All candidates who met all application and course requirements, passed licensure exams, and successfully completed clinical practice were considered to be completers and eligible for graduation.

2020-2021: 100%

2019-2020: 100%

2018-2019: 100%

Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

2020-2021: 100% certified in South Carolina

2019-2020: 100% certified in South Carolina

2018-2019: 100% certified in South Carolina

See <https://my.limestone.edu/academic-resources/teacher-education-program/reports> for Title 2 reports.

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

2020-2021: 83.3% Teaching, 8.3% Active Military, 8.3% Unknown

2019-2020: 100% Teaching

2018-2019: 100% Teaching

Student loan default rates and other consumer information:

2020-2021: 0%

2019-2020: 0%

2018-2019: 0%

Costs of SC Applications and background checks are available at <https://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/student-teaching/>

Institutional Consumer Information can be found at <https://www.limestone.edu/student-consumer-information>

Costs: <https://my.limestone.edu/offices/financial-aid/costs>