

2023 Annual Accreditation Report

CAEP ID:	10761	AACTE SID:	3097
Institution:	Millersville University of Pennsylvania		
Unit:	School of Education		

Section 1. EPP Profile Updates in AIMS

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

1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



Section 2. EPP's Program Graduates [Academic Year 2021-2022]

2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure¹

240

2.1.2 Number of graduates 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.)²

20

Total number of program graduates 260

¹In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

² For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change No Change / Not Applicable

3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change No Change / Not Applicable

3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change No Change / Not Applicable

3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Middle States Commission on Higher Education

Status:

Accreditation Reaffirmed

Does this represent a change in status from the prior year?

Change No Change / Not Applicable

3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

<https://www.millersville.edu/education/accreditations.php>

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

[CAEP Accountability Measures \(for CHEA Requirements\) \[2021-2022 Academic Year\]](#)

- **Measure 1 (Initial): Completer³ effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

³For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] <https://www.millersville.edu/education/caep1.php>

CAEP Accountability Measures (Advanced) [LINK] <https://www.millersville.edu/education/caep1.php>

Section 5. 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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

CAEP: Areas for Improvement (ITP)

4 Program Impact

Limited data were presented related to completer observation instruments and/or student surveys. (Component 4.2)

The one area for improvement from the last site visit in 2019 is standard 4. Millersville collects data on the number of students who received PA certification over the past seven years. This data is reported to the Pennsylvania State Department of Education for program approval for licensure, see <https://www.millersville.edu/education/caep1.php> Satisfaction of Completers. Alumni surveys are sent to all alumni with specific questions regarding their satisfaction with their preparation and job effectiveness. These data are reported on our CAEP website for all shareholders. Survey results are shared in various CAEP Measures:

- Employer survey: Indicators of Teacher Effectiveness
- PDE survey: Satisfaction of Completers
- Trend Analysis: Indicators of Teacher Effectiveness
- COOP Survey: Indicators of Teacher Effectiveness
- ADV Survey: Satisfaction of Completers
- ADV Matrix# Cycles: Indicators of Completer Effectiveness, Impact on P-12 Learning and Effectiveness
- MU Student Teacher Survey Indicators of Teacher Effectiveness
- ADV Matrix Cycle: Indicators of Completer Effectiveness, Impact on P-12 Learning and Effectiveness

Standards of Learning (SLO) Reports President's Report for EPP are published through the University websites for all programs and includes graduates' progress.

Graduates are interviewed, and data are published in our learning management system D2L.

Alumni follow-up surveys launched by Millersville University to completers in Education programs (N=94) for undergraduates in 2021-22 confirmed the above assertion. 98% stated their preparation was good or excellent for a teaching job. Of the 2021-22 baccalaureate degree recipients desiring employment, 95.5 percent reported employment within six to ten months after graduation. Within the 85.9 percent of 2021-22 graduates employed full-time, 78.0 percent reported that the position required some college or more, and 79.0 percent reported that the position was related to their major. This breakdown suggests that most respondents were not "underemployed." The average expected gross annual income for recent graduates employed full-time Approximately \$46,045, and over 83 percent of graduates reported employment within Pennsylvania. When considering all survey respondents (n = 550), 75 percent were only employed, 18 percent were employed and advancing their education, and 5 percent were only advancing their education. Just 3.3 percent of respondents were neither employed nor advancing their education. More than 90 percent of 2021-22 graduates rated the quality of education within their major as "good" or "excellent." In addition, over 87 percent of 2021-22 graduates employed full-time rated the quality of education within their major as "good" or "excellent," with 46 percent rating this measure as "excellent." Also, 91 percent of recent graduates seeking to continue their education (e.g., attend graduate school) rated the quality of education within their major as "good" or "excellent," with 70 percent rating this measure as "excellent" or "good."

CAEP: Areas for Improvement (ITP)

4 Program Impact

The EPP provided limited evidence of Employer satisfaction with completers. (Component 4.3)

The Professional Education Unit (PEU) assessment database collects data for all assessments used in the teacher preparation programs. Millersville has a large number of returning bachelor program students returning for POST BACC (PB) work. The data collection for the PB programs is then used to rate the effectiveness of our graduates. College-wide meeting: example: An All-College Alignment meeting was held on Feb. 17 for all programs to align all curriculum requirements, web pages, admission and exit criteria, and survey results. An example assessment for PN candidates is Evidence of measurement of P-12 Student Progress (across programs), and partners co-construct mutually beneficial P-12 school and community arrangements the provider documents program completers contribute to an expected level of student-learning growth.

The data from the University office of Institutional Assessment and Planning launches an alumni survey annually, which includes specific questions to assess the impact on student learning. The survey data is on our public website:

<https://www.millersville.edu/education/caep1.php> Impact on P-12 Learning and Development.

Employer surveys are launched annually through EDHS. The survey data from 2021-2022 (N= 31), show 100% of employers surveyed "Strongly Agreed" or "Agreed" that MU candidates they employed "exhibited attributes suitable to the profession" "displayed professional behaviors," "provided evidence of their content knowledge and awareness of state standards," "provided evidence of their ability to plan for instruction," and "provided evidence of their ability to assess student learning." We plan to gather more evidence with focus groups at a Teacher Shortage Summit.

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

MU focuses on continuous improvement by seeking to demonstrate growth in student and partner satisfaction with the program. Additionally, MU works to enhance the achievement and certification measures of its completers. The unit annually surveys the previous academic year program completers. Data from principals that employ recent completers are analyzed to measure satisfaction with the PEU completers they employ. Another source of survey data is an analysis of the program provider survey data collected by PDE as completers apply for their initial 1 license. All initial and ADV programs use these data as an opportunity for growth in the areas of their satisfaction in field placement, advisement, being prepared to teach, etc. PDE survey data. MU then contacts completers to hold interviews, and write the report each semester as program improvement. Regular invitations to school partners for participation in round-table discussions related to field placements. PDS meetings occur annually for this purpose. Early, Middle and Exceptional Education (EMEE) department held this meeting with school partners in Fall 2021. Teacher Talk was started by the Director of Field Services for mentor teachers to discuss MU student participation in their classrooms and receive PD on what MU expects. Zoom meetings for one hour monthly. MU also has an assessment committee comprised of the Associate Dean and various faculty members from the PEU. They meet monthly to share data across programs. Meeting notes and other program data are available to all members of the PEU within D2L.

The special education department has been a part of the Early Childhood and Middle-level department. As of March 2023, the Special Education Department will become a stand-alone program. This change is in response to the state department reorganizing licensure areas of our graduates from a dual licensure program to a PK-12 license. The newly created stand alone program is being implemented in response to student and public school partners voicing opinions on surveys and through school site visits.

MU also has several phase in plans and updated progress is listed below. Some progress on these phase in plans has been slowed by the pandemic and a cyber attack MU experienced in March, 2021. Exhibit A.3.1 A recruitment of candidates into advanced programs. Monitoring of either employment outlooks for advanced program areas or progress for candidate recruitment into program areas. Use of technology and stakeholders to increase co-construction of recruitment efforts. -ADV programs leading to supervisory and principal certification have offered more courses with fully online options. During the 2021-2022 AY, EDSU 701 was approved as a DL course, and EDSU 700 and 703 will be approved as DL courses in Fall 2022. - ADV program, ACTE Master's program continues to grow in enrollment. This program is fully online, and it added two additional concentrations during the 2021-2022 AY. All ADV programs revised their websites during 2021-2022 when the access to them returned after the cyber attack in March, 2021. Enrollment data for AY 2022-2023 will be how to evaluate whether or not additional recruitment efforts correlate with a growth in enrollment. Finally, several programs (i.e. ACTE, EdD and LDTL) created new flyers to distribute to a list of local superintendents during Spring, 2022 for recruitment purposes. Exhibit B 3.1 evidence that diversity of admitted and completing candidates is given explicit attention across advanced programs. One program in particular, the LDTL program, developed a principal residency program in conjunction with a local urban school district using PA Department of Education funds awarded over 3 years (2018-2021). A main goal of the grant award specified recruitment of underrepresented candidates for ADV programs and principal certifications. One-third of the first cohort of principal residents was African American. One half of the second cohort of principal residents was Latinx. Exhibit A. 3.4 high standard for content knowledge in the field of specialization. Praxis II data: Educators applying for Instructional areas that cover PK-12 must pass the Praxis Fundamental Subjects: Content Knowledge test AND the appropriate Praxis subject test. PDE grants a qualifying score for the content area tests for all certifications. The qualifying score calculates the pass rate for the content tests based on the overall GPA from the preparing institution. For example, EDHS social studies grades 7-12 testtakers averaged 71.8 test score pass rates without the qualifying pass rate granted for GPA standing. The application of the GPA qualifying score increased the average pass rate to 83%. This qualifying score break impacted Math 7-12, Social Studies 7-12, and Art programs. All other programs' average pass rate was well over the required 80% pass rate. For the majority of programs, Millersville University's (MU) content test score averages are above the state average scores. For example, MU 5 yr scores for Chemistry grades 7-12 test averaged 89% pass rate compared to the state average of 53.45%, PECT tests for PreK-8 SPED (Mod 1) test MU average is 86% compared to state average of 83%, Reading Specialist (ADV)

Exhibit C. 3.4 Applications of technology. Many of the programs at MU, especially ADV programs, have worked to include applications of technology. As stated earlier, the ACTE MEd program is offered fully online. In addition, one of the concentrations of this program is Online Teaching. In addition, one course within the ADV programs leading to principal and supervisory certification has the students, in groups 3 or 4, create a podcast episode interviewing school district leaders. This project was instituted in Summer 2020 for the first time. Exhibit D.3.4 applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field of specialization. During AY 2021-2022, PEU faculty wrote 105 professional development plans (PDPs) as a way to support struggling pre-service teachers at all levels. ADV programs A3 and 4 (progress on many of these plans as created from the site visit need modification in the '22-'23 academic year based on delays from the pandemic and MU's cyber attack in March, 2021)

All ADV programs continue to align their SPA standards. The data from '20-'21 are listed by program: Principal - 100% pass rate; School Psychology - 100% pass rate; Supervisory Certificate - 100%; School Counseling - 100%. MU plans to hold a Data Day in January/February 2023 to meet with school partners including those that serve in an advisory capacity to ADV programs. The existence of the pandemic and the stress levels of the past two years of a pandemic made meeting with these partners untenable.

6.1.2 Optional Comments

The Pennsylvania State Department of Education (PDE) issued a regulation for competency standards. Ethics Frameworks, Literacy Frameworks, and Culturally-Relevant and Sustaining Education Frameworks competency standards must be integrated by all educator preparation programs no later than August 1, 2024. IN response, Millerville is creating a standard Matrix matching all coursework to each individual framework guidelines. Additionally statements within each syllabus, course alignments, workshops, institutes, or any other activity will also be linked to the frameworks required by the state.

Not finished yet

Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).

Section 8: Feedback for CAEP & Report Preparer's Authorization

8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

8.2 Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

I am authorized to complete this report.

Report Preparer's Information

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Secondary Contact Person for Annual Report Feedback*(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

Name: Lara Willox

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing 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.

See [CAEP Accreditation Policy](#)

Acknowledge