

**Virginia Department of Education
Annual Education Preparation Program Data Collection 2020-2021**

Institution Name : Virginia State University

Institution Accreditation Status : Accredited

Endorsement Programs

Endorsement	Endorsement Program Status	Number of Candidates admitted in the endorsement program	Number of Candidates enrolled in the endorsement program	Number of Completers in the endorsement program	Number of Non - Completers in the endorsement program
Admin and Supervision PreK-12 Graduate	Approved	1	5	1	0
Biology Undergraduate	Approved	2	1	1	0
CTE-Agricultural Education Undergraduate	Approved	1	2	1	0
CTE-Family and Consumer Sciences Undergraduate	Approved	1	3	2	0
CTE-Technology Education Undergraduate	Approved	0	0	0	0
Chemistry Undergraduate	Approved	0	0	0	0
Driver Education Undergraduate	Approved	0	0	0	0
Elementary Education PreK-6 Graduate	Approved	3	1	0	0
Elementary Education PreK-6 Undergraduate	Approved	4	12	3	0
English Undergraduate	Approved	2	2	1	0
Health and Physical Educ. PreK-12 Undergraduate	Approved	5	2	0	0
History and Social Sciences Undergraduate	Approved	0	2	2	0
Math Specialist for Elementary and Middle Education Graduate	Approved	0	0	0	0
Mathematics Undergraduate	Approved	0	1	0	0
Mathematics-Algebra 1 Graduate	Approved	0	0	0	0
Middle Education Grades 6-8 Undergraduate	Approved	2	1	0	0
Music: Instrumental PreK-12 Undergraduate	Approved	1	1	0	0
Music: Vocal/Choral PreK-12 Undergraduate	Approved	1	1	1	0
Physics Undergraduate	Approved	0	0	0	0
School Counselor PreK-12 Graduate	Approved	9	7	4	0
Special Education - General Curriculum K-12 Graduate	Approved	2	3	3	0
Special Education - General Curriculum K-12 Undergraduate	Approved	2	4	1	0
Totals		36	48	20	0

Number of Candidates Admitted to the Educator Preparation Program Compared to the Institution

Category	Education Preparation Program Totals	% Candidates Admitted into Education Preparation Program	Institution Totals	% Institution Totals
Number of Candidates Admitted	36	100	4,365	100
Non-Underrepresented Minorities	0	0	0	0
Underrepresented Minorities	32	88.89	2,495	57.16
Male	5	13.89	1,527	34.98
Female	31	86.11	2,838	65.02
White Non-Hispanic	3	8.33	83	1.9
Black	32	88.89	2,486	56.95
Hispanic	1	2.78	31	0.71
Non-Hispanic Multi-Racial	0	0	0	0
Asian	0	0	13	0.3
Native Hawaiian	0	0	0	0
American Indian	0	0	9	0.21
In-State	32	88.89	3,184	72.94
Out-of-State	4	11.11	1,181	27.06
International	0	0	40	0.92
Part Time	0	0	242	5.54
Full Time	14	38.89	4,123	94.46
Median GPA	3.43		2.57	
Underrepresented Minority Faculty	15			

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Narrative Data

Question
1.Satisfaction ratings by school administrators and clinical experience supervisors of student teacher. Ratings. Indicators of quality as collected by each educator preparation program
Response
The College of Education is in the final stages of completing the redesign of the Administration and Supervision Principal Preparation Program. This grant from the Wallace Foundation has been a collaborative venture with engagement of multiple school partners from Region 1 and 8 and the Virginia Department of Education. The redesigned curriculum has been aligned to the professional standards in Education Leadership and will employ the latest research and preparation techniques in preparing quality leaders for the school divisions. The local partners and state department input in the project have committed to collaborating with VSU to prepare principals in their district. The Department of Teaching and Learning continues to evaluate the clinical experience for student teachers completing the program. Evaluation obtained from the cooperating teachers and administrators, who supervise the student teachers, indicate our students ability to work with students of different socio economic level. The evaluations indicate a high level of skill in connecting with learners. In addition, evaluations indicate our students are skilled in working with students from different backgrounds. The Counselor Education program continues to prepare for accreditation with The Council for Accreditation of Counseling and Related Educational Programs (CACREP) this stamp of approval will ensure that our program meets the standards set by the profession. Accreditation will validate the quality of the program to prepare School Counselors for the region and State of Virginia. The evaluations indicate a high level of skill in connecting with learners. In addition, evaluations indicate our students are skilled in working with students from different backgrounds. The Counselor Education program continues to prepare for accreditation with The Council for Accreditation of Counseling and Related Educational Programs (CACREP) this stamp of approval will ensure that our program meets the standards set by the profession. Accreditation will validate the quality of the program to prepare School Counselors for the region and State of Virginia

Question
2.Satisfaction ratings by employers of program graduates. Ratings. Indicators of quality as collected by each educator preparation program
Response
The EPP used multiple methods to collect data for employer satisfaction. The VSU Employer Satisfaction survey measured employer satisfaction on graduates' effectiveness in the classroom. The employers were asked to rate the overall performance of the EPP in preparing teachers, 80% of the employers rated the program as Proficient, and 20% rated the program as Basic on a four-item scale ranging from; Exceptional to Needs Improvement. The EPP also conducted a focus group with local educators and administrators who supervised recent program completers. Findings from the focus group consisting of supervisors of program completers indicated positive comments to report regarding program completers. The supervisors discussed how many program completers serve as team leaders within their grade-level. They remarked how the program completers were selected to serve in the VDOE Teacher Leadership Academies. The supervisors discussed the ability of the program completers to work collaboratively and how they have served as mentors for other teachers in the division. Focus groups were also used at the Graduate programs level, which reported employers being satisfied with program graduates." The college of education has a Deans Council with representation from several school divisions in the state of Virginia indicated satisfaction with program graduates. Eighty-seven percent of the Deans Council report having employed quality graduates from Virginia State University, the remainder of the council express a desire to expand their relationship with Virginia State. The supervisors discussed the ability of the program completers to work collaboratively and how they have served as mentors for other teachers in the division. Focus groups were also used at the Graduate programs level, which reported employers being satisfied with program graduates." The college of education has a Deans Council with representation from several school divisions in the state of Virginia indicated satisfaction with program graduates. Eighty-seven percent of the Deans Council report having employed quality graduates from Virginia State University, the remainder of the council express a desire to expand their relationship with Virginia State.

Question
3.Satisfaction ratings of program graduates within two years of employment. Ratings. Indicators of quality as collected by each educator preparation program
Response
Program graduates indicated in the VSU Graduate Survey that 79% rated the program's effectiveness to be above average to outstanding, 18% rated the program as average and 3% below average rating. Twenty-eight graduates responded to the graduate survey. Eight identified as males and 20 identified as females. Twenty-two were African American, 4 Caucasian/White, one Hispanic, and one identified as other. Seventy-eight percent (78%) of the graduates taught between 1-5 years. Thirty-seven percent were teachers with one year of employment. The demographic breakdown indicates 59% of all graduates teach in suburban learning environments, 22% teach in urban learning environments, and 19% teach in rural learning environments. Further diversity is shown with 74% of the teachers are African American, 18% Caucasian, 5% Hispanic and 3% American Indian this is reflective of the diversity of the overall graduates from the EPP. All (100%) of the focus group participants made positive comments regarding the College of Education. All of the focus group participants expressed a desire to support the College of Education in its endeavors entirely. Focus Group results were also positive for the graduate level programs in Counselor Education and Administration and Supervision in the College of Education. The EPP received results for the Virginia Education Assessment Coalition (VEAC) asking employers to rate program graduates effectiveness in the classroom. The EPP had a response rate of 25%, which represented only 2.3% of the total completers. The satisfaction scale score was 3.18 with standard deviation of 1.722. The score of 3.18 indicates employers believe our graduates are moderately ready to meet the needs of the classroom. The EPP will be working with the VEAC to improve the response rate for the survey to be a more reflective sample of our graduates. The EPP received results for the Virginia Education Assessment Coalition (VEAC) asking employers to rate program graduates effectiveness in the classroom. The EPP had a response rate of 25%, which represented only 2.3% of the total completers. The satisfaction scale score was 3.18 with standard deviation of 1.722. The score of 3.18 indicates employers believe our graduates are moderately ready to meet the needs of the classroom. The EPP will be working with the VEAC to improve the response rate for the survey to be a more reflective sample of our graduates.

Question
4.Recognition of other program achievements. If so, please listand briefly describethethe programs
Response
The College of Education successfully reaffirmed the accreditation of the education unit through CAEP. The Council for the Accreditation of Educator Preparation programs the College of Education completed the visit meeting all of the CAEP standards and is affirmed until the year 2027. The College of Education (COE) continues to acquire grant funds to support the preparation of candidates in the program. The COE has grant with the Virginia Department of Education to prepare Clinical Faculty and assist in the process of fully licensing provisional Special Education teachers with coursework and completion of required assessments for licensure. The College is in the last year of the Wallace Foundation grant to redesign the Principal preparation program and will launch the program in the fall of 2020. The Department of Teaching and Learning was awarded a grant from the Branch Alliance for Educator Diversity that focuses on the preparation of completers to teach students of color. The three year grant with assist the college in contributing to the national research for preparing quality educators to teach students of color. The General Assembly has identified funds to assist Virginia State University in the establishment of the UTEACH model of recruiting and preparing STEM educators. The College is in the planning phase of implementing the UTEACH model. The EPP has been awarded over 2 million dollars in grant funds to support the preparation of educators. The latest achievement of the EPP was the recognition by the National Council on Teacher Quality (NCQT), as the only EPP in the state to have an A rating in Clinical Practice and Classroom Management. NCTQ also recognized the VSU Education Program for producing diverse teachers, ranking in the top 21% in the country. The program was recognized for enrolling a cohort of future teachers that is both racially diverse than the states current workforce and reflects the racial diversity of the surrounding community. The General Assembly has identified funds to assist Virginia State University in the establishment of the UTEACH model of recruiting and preparing STEM educators. The College is in the planning phase of implementing the UTEACH model. The EPP has been awarded over 2 million dollars in grant funds to support the preparation of educators.

Question
5.Does the educator preparation program offer any specific underrepresented minority pipeline programs working with prek-12 partners? If so, please list the programs
Response
The College of Education has entered into multiple Partner Affiliation Documents (PADs) with school divisions in Region 1,2,4,5, 6, and 8 to recruit and prepare minority teachers for their division. In addition, the College has agreements with Charlottesville Public Schools and Arlington Public schools to work with the Teachers of Tomorrow programs to encourage high school students to pursue education as a career. The College is also offering dual-enrollment credits to high school students to assist student in reducing the time to prepare the candidate for the classroom. The G.R.O.W.S program at Virginia State has operated for over 10 years and has recruited academically talented students to become teachers and attend VSU. Virginia State University has developed a new initiative to provide STEM majors a full ride scholarship to Virginia State University. The new UTEACH program the EPP has developed will allow STEM teachers to be prepared at no cost of tuition. The College of Education also participates in the Virginia Department of Education Virginia Scholarship Loan Program (VASLP) which provides a \$10,000 grant to program candidates. The VASLP has support at least 2 candidates a year for the last 10 years of the scholarship, candidates are selected based on the critical shortage areas identified by the state of Virginia.

Question
6.Describe efforts to market, recruit, and retain individuals in the educator preparation program
Response
The COE has established Partner Affiliation Documents (PADs) with various school divisions. As a result of the established these PADs, the VSU faculty visit these school divisions and local Community Colleges (John Tyler, J. Sargeant Reynolds, and Richard Bland) to recruit students. The Dean of the College of Education has implemented an advisory council with the superintendents of regions 1, 2, 4, 5, 6, and 8. The Dean's Council provides input and feedback to the EPP to address areas of need. The EPP has organizations in place that serve as recruitment tools for PK-12 students. Our G.R.O.W.S (Gaining Real World Opportunities with Students) program has produced the 2020 university valedictorian from the COE. The Males Teachers Molding Minds (3M) and The Leading Ladies in Leadership groups are a three-tier mentoring program in which highly qualified teachers in local school divisions mentor VSU teaching candidates. In turn, participants serve as mentors to young students in elementary schools surrounding the University. The EPP at Virginia State University has established partnership in Superintendents Regions across the Commonwealth, this give VSU a large recruitment area to attach quality candidates to matriculate at our university. dents with tuition rates and scholarship opportunities, which makes a college education obtainable for students from all socio-economic levels and diverse backgrounds, making VSU An Opportunity University in the state and nation. Virginia State University has built programs that values and supports diversity, recent recognition from external organizations support the claim of quality programs and validation for preparing quality teachers for the Commonwealth and the nation make VSU an attractive school for students to attend to become an educator. VSU is an affordable option for students with tuition rates and scholarship opportunities, which makes a college education obtainable for students from all socio-economic levels and diverse backgrounds, making VSU An Opportunity University in the state and nation.