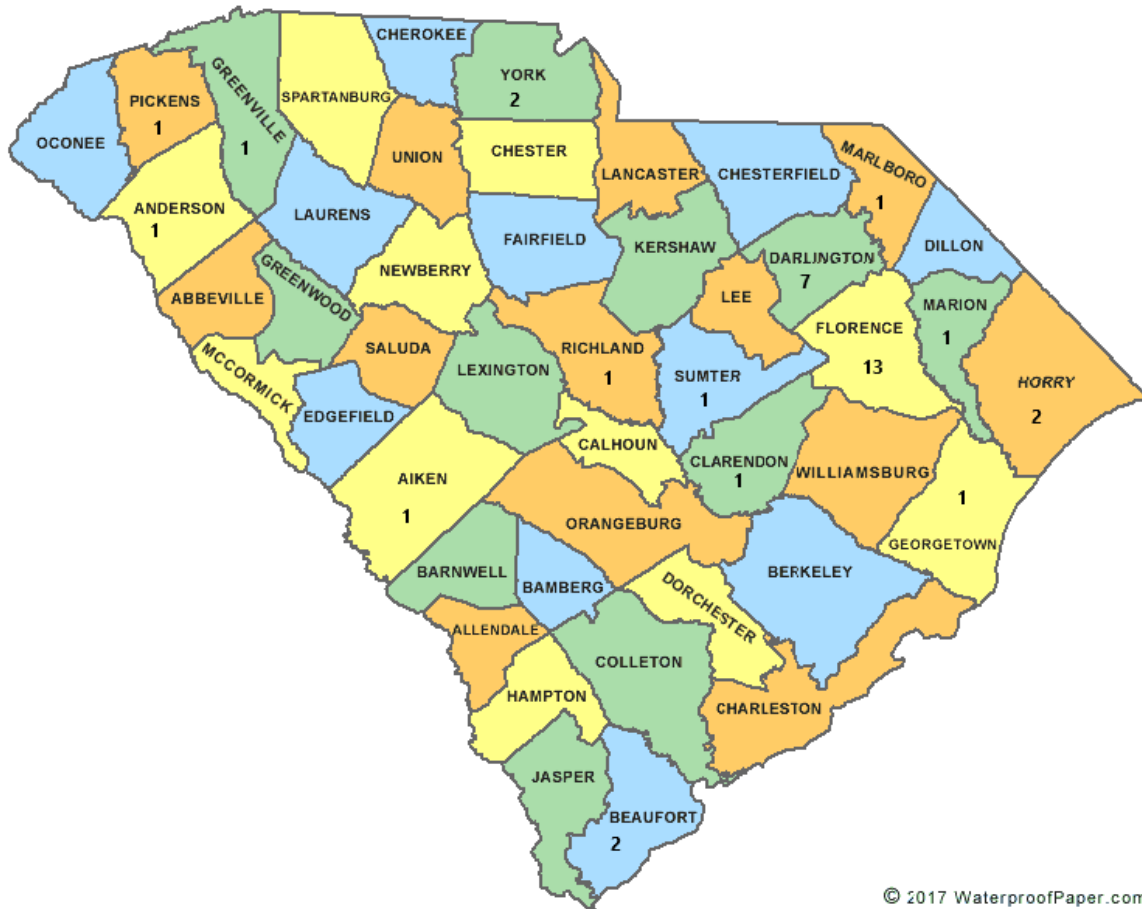


Information About Our 2018-2019 Graduates

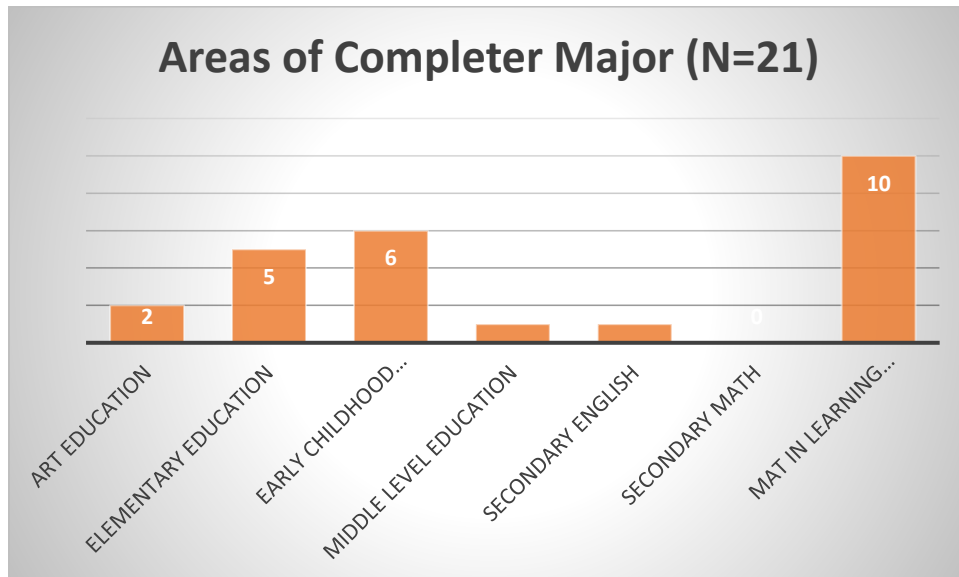


Counties Where Our Completers Work, 2018-2019

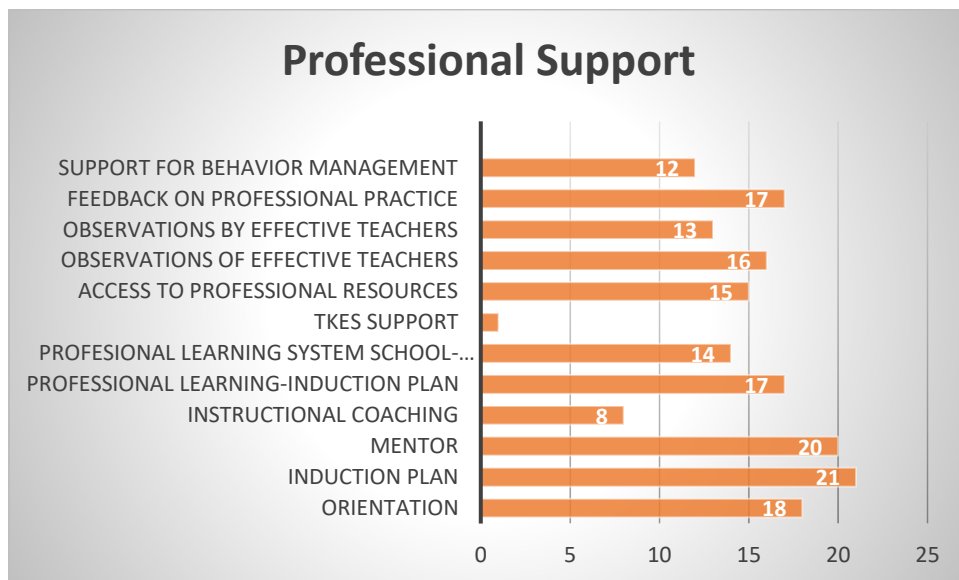
County	Number
Aiken	1
Anderson	1
Beaufort	2
Clarendon	1
Darlington	7
Dillon	3
Florence	13
York	2
Georgetown	1
Greenville	1
Horry	2
Marion	1
Marlboro	1
Pickens	1
Richland	1
Sumter	1



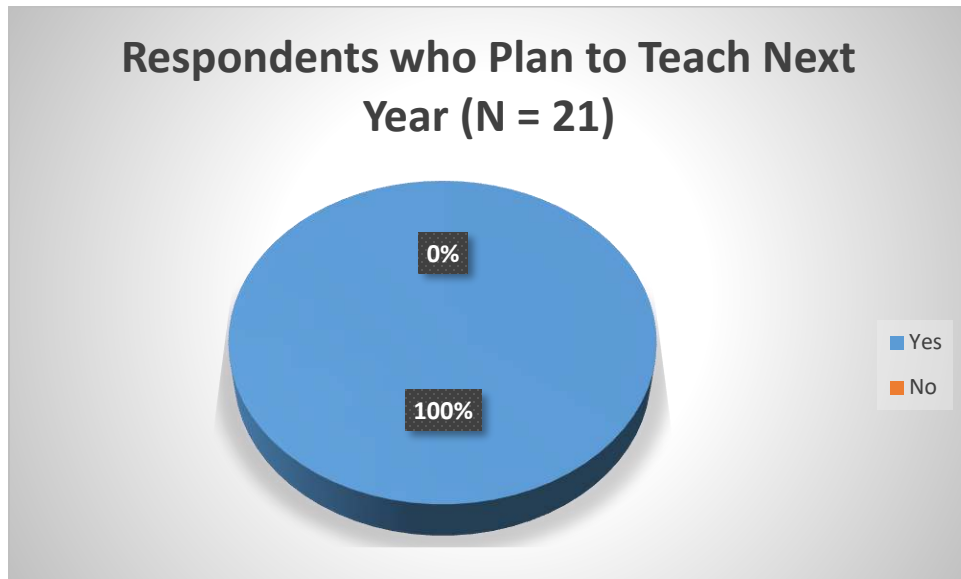
Completer Majors



Services that were offered as part of the district's teacher induction program during the first year in the classroom.

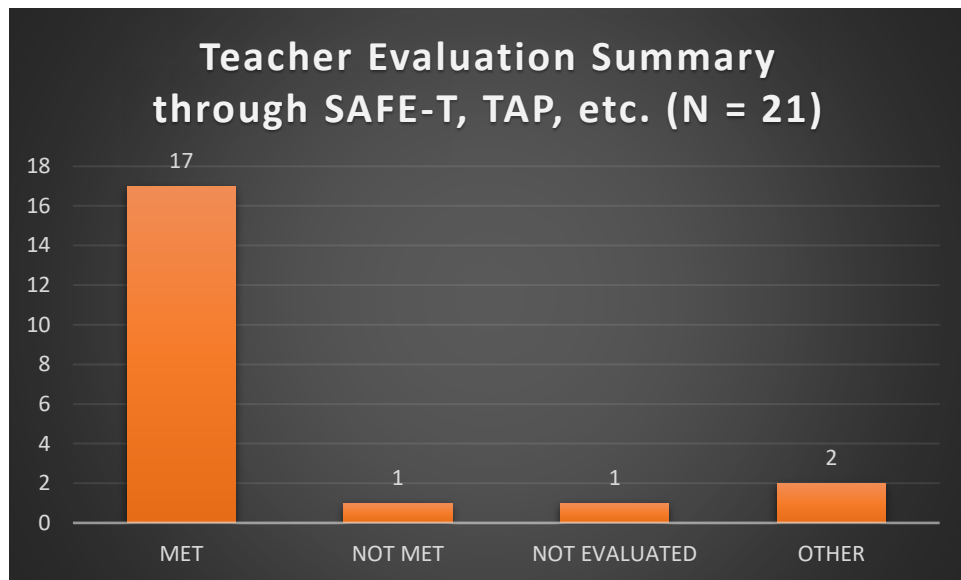


Completers Who Plan to Teach Next Year



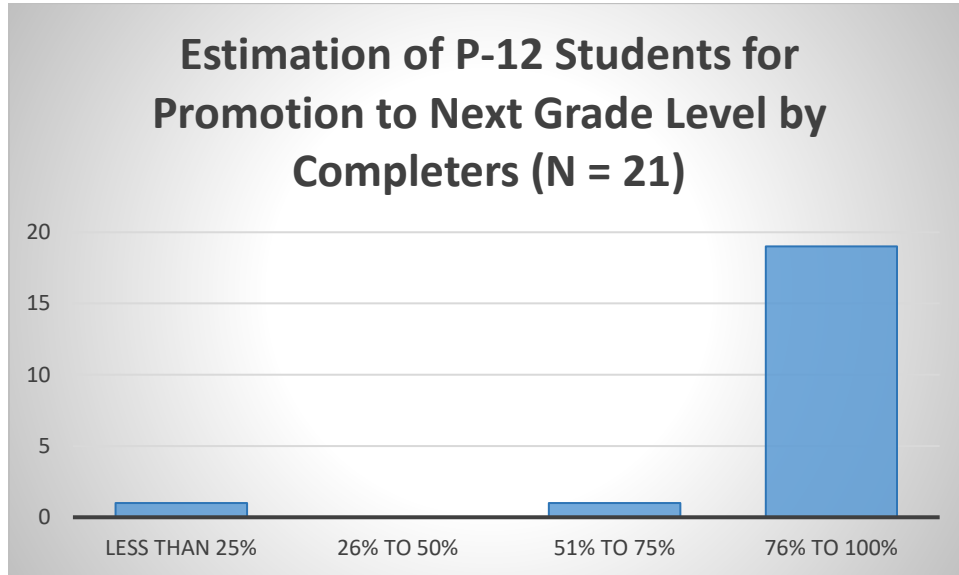
CAEP Standard 4.2 Indicators of Teacher Effectiveness

Teacher Evaluation Summary

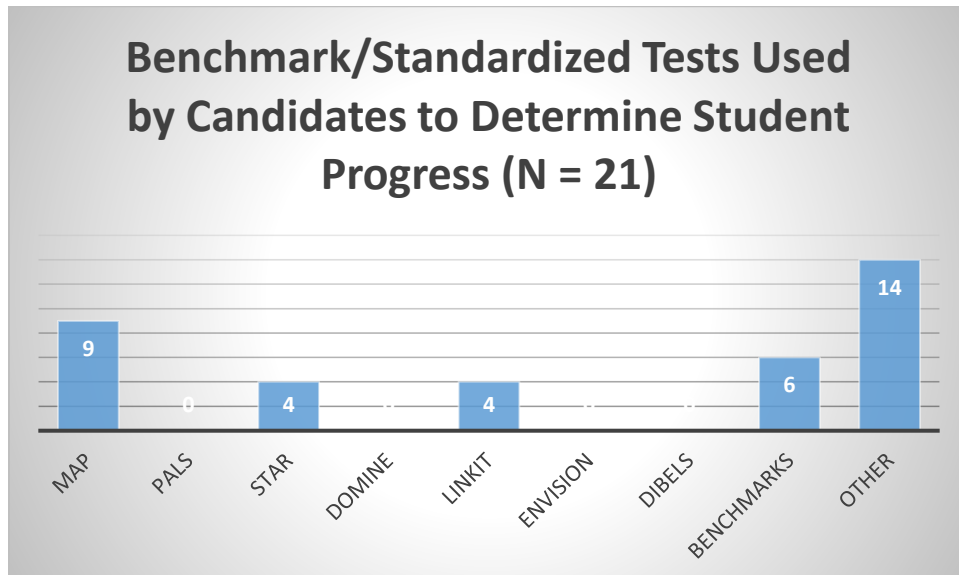


CAEP Standard 4.2 Indicators of Teacher Effectiveness

Estimation of P-12 Students for Promotion to Next Grade Level by Completers

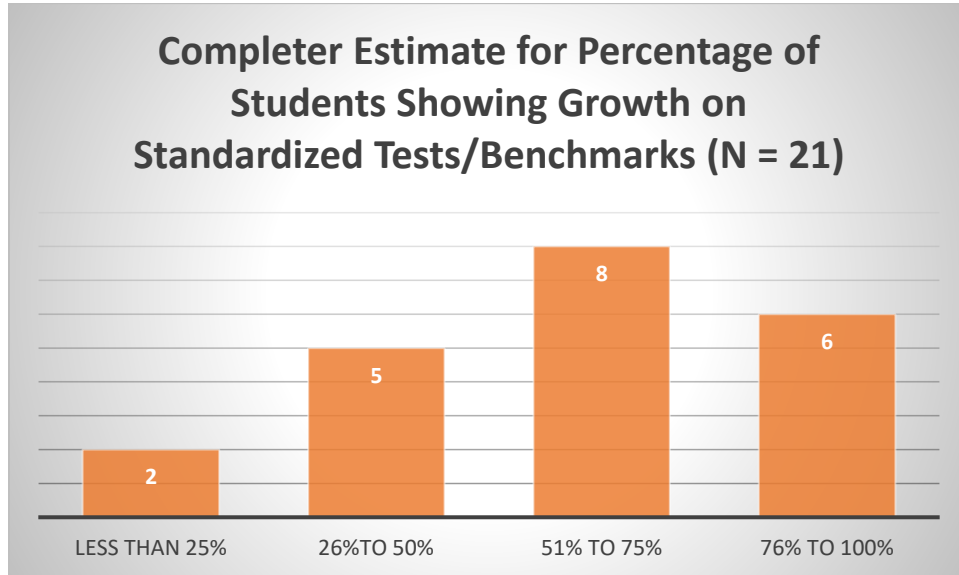


Tests Used by Candidates Other Than Teacher-made Tests

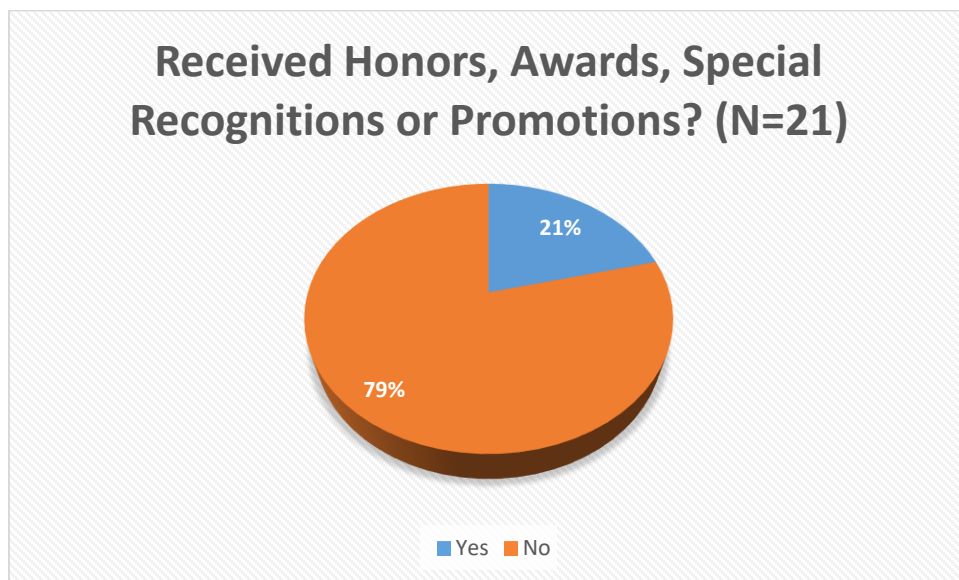


CAEP Standard 4.2 Indicators of Teacher Effectiveness

Completer Estimation of Students Who Showed Growth from Tests



CAEP Standard 4.2 Indicators of Teacher Effectiveness



Awards mentioned included Rookie Teacher of the Year and September Teacher of the Month

Employer Survey

CAEP 4.3

Employer Satisfaction of Our Completers

The following chart contains the responses of 5 employers from the year 2018-2019 regarding the preparation of their completers from the School of Education (SOE), Francis Marion University. There are a total of 35 items that employers were asked to respond to, covering topics such as lesson plan development, classroom management, instruction, assessment, and working with students from diverse backgrounds and with diverse needs. Each item is reported in terms of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Not Applicable (NA), and is given a weighted average (WA).

Higher weighted averages indicate completers felt better prepared, while lower weighted averages indicate employers felt completers were less prepared. Items highlighted in green indicate responses that had a weighted average of 2.25 or better, while items highlighted in red indicate areas that had an average weight of less than 2.2, and thus will need to be addressed by the School of Education faculty.

The low response rate from employers, of which there were only 5 from a total of 35 requests, make these data statistically useless, but do provide informative thought. For instance, in all but 7 items, the perception seems to be that employers felt the candidates were better prepared for their professions than did the candidates themselves. All of the items to which the employers responded are the same as those to which the candidates responded. There seems to be one area that the data reflect as a need for address by the SOE, and that is in the planning and delivering of differentiated instruction for students with diverse needs.

Completer Survey

CAEP 4.4

Satisfaction of Our Completers

The following chart contains the responses of 21 completers from the year 2018-2019 regarding their preparation at the School of Education (SOE), Francis Marion University. There are a total of 35 items that completers were asked to respond to, covering topics such as lesson plan development, classroom management, instruction, assessment, and working with students from diverse backgrounds and with diverse needs. Each item is reported in terms of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Not Applicable (NA), and is given a weighted average (WA).

Higher weighted averages indicate completers felt better prepared, while lower weighted averages indicate completers felt less prepared. Items highlighted in **green** indicate responses that had a weighted average of 2.25 or better, while items highlighted in **red** indicate areas that had an average weight of less than 2.2, and thus will need to be addressed by the School of Education faculty.

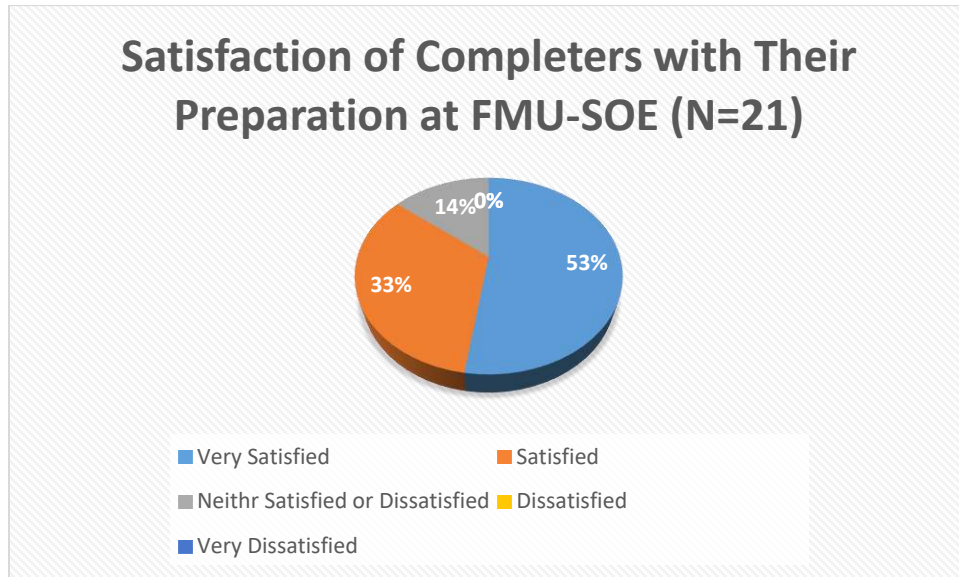
In a comparison of data from completers from school years 2016-2018 (on file with the CAEP Coordinator), the weighted averages for all items responded to by the completers from 2018-2019, with the exception of three items that were rated higher and one item that was rated the same, were less than the weighted averages from completers from 2016-2018. There were three items that completers from 2018-2019 indicated better preparation than their previous colleagues. These are: Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction; Use technological tools and a variety of communication strategies to build communities that engage learners; and, Seek professional development opportunities to further develop practice. Each of these areas had higher weighted averages. One item remained the same: Plan and deliver instruction differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of students with disabilities. In all other areas the completers from 2018-2019 felt less prepared than did the completers from the previous two years.

It will be beneficial for the SOE to meet as a faculty to discuss these data in order to determine what strategies can be used to increase areas that are targeted for growth, and to continue to grow in areas that remain strong.

CAEP 4.4

Satisfaction of Our Completers

Overall Satisfaction of Completers regarding the preparation received from FMU School of Education:



The Council for the Accreditation of Educator Preparation (CAEP) requires that information regarding student loan default rates be made available to the public by each institution.

Student Loan Default Rates and Other Consumer Information (Measure 8: CAEP Annual Report)

As per the United States Department of Education, default loan rates are as follows:

Report Date: September 2020

Fiscal Year: 2017

Default Rate: 8.4%

Report Date: September 2019

Fiscal Year: 2016

Default Rate: 8.4%

Report Date: September 2018

Fiscal Year: 2015

Default Rate: 3.9%

The latest data available to the EPP comes from the Financial Assistance Office for Francis Marion University. The data are three years behind the report dates, and the data are not desegregated by departments, thus it is not possible at this time to state what percentage of candidates from the EPP are on financial assistance and what percentage of those candidates are in default. What does stand out is the disparity between fiscal year 2015 and fiscal years 2016 and 2017. There are many possible reasons why the default rate escalated as profoundly as it did, perhaps associated with the economy and the numbers of college students who applied for admission. According to U. S. State Department of Education, the cutoff for student loans based on default rates is 15%, and Francis Marion University remains well below that threshold. The EPP will continue to supply default information to CAEP in future reports.