

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Item
Consent Agenda
April 21, 2022

OFFICE OF TEACHING AND LEADING
DIVISION OF EDUCATOR PREPARATION

L. Approval of the 2021 Annual Educator Preparation Provider Teacher Preparation Performance Report

Background Information: On March 4, 2022, the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) voted to grant approval of 2021 Annual Educator Preparation Provider Teacher Preparation Performance Report in accordance with Miss. Code Ann. § 37-101-29.

Recommendation: Approval

Back-up material attached



2021

Annual EPP Teacher Preparation Performance Report

Mississippi Teacher Education Preparation Programs

Office of Teaching and Leading

Division of Educator Preparation

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SECTION I. Introduction

Pursuant to Miss. Code Ann. § 37-101-29, each college or university with a teacher education program approved by the State Board of Education is required each year to prepare and submit to the State Board of Education (SBE) and to the Board of Trustees of State Institutions of Higher Learning (IHL) data that comprises the Annual Performance Report for the state's teacher preparation programs. This report is the result of a collaborative endeavor between the SBE, the Mississippi Association of Colleges of Teacher Education (MACTE), and Mississippi Institutions of Higher Learning (IHL).

The 2021 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2019-2020 academic year:

- teacher education enrollment data,
- professional education faculty data,
- characteristics of education program candidates, and
- percentage of program completers scoring at or above the proficiency level on the prescribed teacher licensure exams.

Overview

Prior to 2018, only Mississippi's eight public EPPs were required to maintain national accreditation. Additionally, three private EPPs Millsaps College, Mississippi College, William Carey University were nationally accredited. The remaining four private colleges were approved by the SBE using national standards.

In 2017, the SBE approved a partnership with the Council for the Accreditation of Educator Preparation (CAEP) and additionally established State Board Policy Chapter 14, Rule 14.20 to require all EPPs to obtain national accreditation as recommended by the Licensure Commission.

The following are Mississippi's eight public EPPs:

- Alcorn State University
- Delta State University
- Jackson State University
- Mississippi State University
- Mississippi University for Women
- Mississippi Valley State University
- University of Mississippi
- The University of Southern Mississippi

The following are Mississippi's seven private EPPs:

- Belhaven University
- Blue Mountain College
- Millsaps College
- Mississippi College
- Rust College
- Tougaloo College
- William Carey University

SECTION II. Admitted Candidate Data

The following data are reported for 2019-2020 admitted EPP candidates.

Traditional Route
Admitted into Teacher Education-Traditional Route
Total Enrolled-Traditional Route
Average Admittance Core Hours-Traditional Route
Average Admittance GPA-Traditional Route
Average Admittance ACT-Traditional Route
Average Admittance SAT-Traditional Route
Average Admittance Praxis CORE Reading (5713)-Traditional Route
Average Admittance Praxis CORE Writing (5723)-Traditional Route
Average Admittance Praxis CORE Math (5733)-Traditional Route
Alternate Route
Admitted into Teacher Education-Alternate Route
Total Enrolled-Alternate Route
Average Admittance Core Hours-Alternate Route
Average Admittance GPA-Alternate Route
Average Admittance ACT-Alternate Route
Average Admittance SAT-Alternate Route
Average Admittance Praxis CORE Reading (5713)-Alternate Route
Average Admittance Praxis CORE Writing (5723)-Alternate Route
Average Admittance Praxis CORE Math (5723)-Alternate Route

Table 1*2019-2020 Traditional Route Admitted Candidate Data by EPP*

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	30	7	70	90	13	7	60	326	39	11	NR	4	248	233	154	1292
Total Enrolled	47	21	NR	246	87	17	255	766	71	NR	NR	NR	496	453	286	2745
Admitted via COVID Waiver*	14	3	34	48	0	7	14	37	26	9	NR	■	34	0	86	312
Average Admittance Core Hours	43.33	73.14	54.52	39.84	99.85	61.57	99.02	45.71	110.28	40.09	NR	■	45.69	90.97	75.10	62.62
Average Admittance GPA	3.49	3.40	2.99	3.34	3.45	3.12	3.40	3.38	3.38	3.16	NR	■	3.34	3.37	3.24	3.35
Average Admittance ACT	23.07	24.50	22.79	23.20	22.78	NA	24.86	24.42	22.33	21.00	NR	■	24.47	23.76	23.52	24.05
Average Admittance SAT	NA	NA	NA	NA	NA	NA	1175.00	NA	NA	NA	NR	■	1098.57	1255.00	NA	1141.67
Average Admittance Praxis CORE Reading (5713)	170.00	168.00	165.67	174.67	168.50	NA	171.50	162.93	170.00	NA	NR	■	170.00	170.56	169.83	167.53
Average Admittance Praxis CORE Writing (5723)	148.00	163.00	164.33	165.83	160.50	NA	163.50	160.67	167.00	NA	NR	■	166.40	167.67	166.86	163.37
Average Admittance Praxis CORE Math (5733)	164.00	168.00	152.50	155.33	166.50	NA	163.75	151.71	160.50	NA	NR	■	161.00	157.33	162.24	156.39

*NA = Not Applicable**NR = Not Reported***The number of candidates admitted through the COVID waiver is included in the Admitted count.*

Table 2
2019-2020 Alternate Route Admitted Candidate Data by EPP

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	103	714	NA	21	210	NA	49	303	20	51	NA	NA	41	40	611	2163
Total Enrolled	115	749	NA	91	652	NA	48	385	23	NR	NA	NA	83	55	798	2999
Admitted via COVID Waiver*	103	678	NA	18	181	NA	38	257	8	45	NA	NA	19	22	540	1911
Average Admittance Core Hours	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Average Admittance GPA	3.25	3.11	NA	3.44	3.20	NA	3.21	3.12	3.32	3.29	NA	NA	3.38	3.49	3.12	3.15
Average Admittance ACT	NA	22.69	NA	30.00	22.45	NA	22.86	23.40	24.20	24.20	NA	NA	27.33	24.47	22.97	23.80
Average Admittance SAT	NA	NA	NA	NA	NA	NA	1360.00	NA	NA	NA	NA	NA	1877.50	NA	NA	1774.00
Average Admittance Praxis CORE Reading (5713)	NA	175.48	NA	182.00	162.29	NA	181.33	168.33	159.00	190.00	NA	NA	NA	192.00	169.90	171.48
Average Admittance Praxis CORE Writing (5723)	NA	167.78	NA	156.00	165.71	NA	174.33	167.83	136.00	166.00	NA	NA	NA	172.00	166.43	166.33
Average Admittance Praxis CORE Math (5723)	NA	156.61	NA	156.00	150.00	NA	176.00	160.50	135.00	166.00	NA	NA	NA	156.00	159.15	157.82

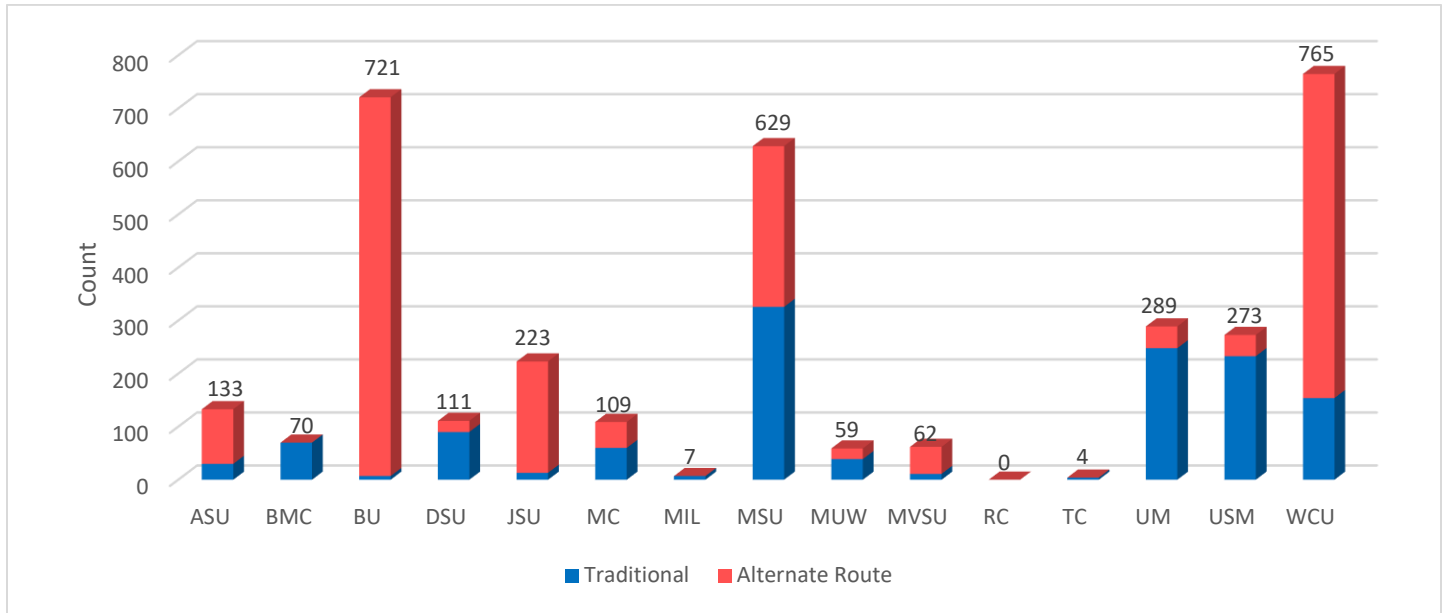
NA = Not Applicable

NR = Not Reported

**The number of candidates admitted through the COVID waiver is included in the Admitted count.*

During the 2019-2020 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 3455. There were 1292 admitted to traditional preparation programs and 2163 admitted to alternate route preparation programs.

Figure 1
2019-2020 Admitted Candidates by EPP



The eight public EPPs admitted 1779 candidates into their teacher education programs, which represented 51.49% of the total admitted into all Mississippi EPPs. The seven private EPPs admitted 1678 students which represented 48.51% percent of the total number admitted.

3455
Total Admitted
Candidates

1292
Traditional
Preparation
Admitted

2163
Alternate Route
Preparation
Admitted

The following table shows each EPP sorted by public and private institution, along with data showing traditional versus alternate routes and the percentage of the EPP total admitted candidates in comparison to the total for all EPP admitted candidates.

Table 3
2019-2020 Admitted Candidate-Public EPPs

EPP	Traditional	Alternate	Total	% of All EPPs
ASU	30	103	133	3.85%
DSU	90	21	111	3.21%
JSU	13	210	223	6.45%
MSU	326	303	629	18.21%
MUW	39	20	59	1.71%
MVSU	11	51	62	1.79%
UM	248	41	289	8.36%
USM	233	40	273	7.90%
Total	990	789	1779	51.49%

51%
Public
EPPs

Table 4
2019-2020 Admitted Candidate-Private EPPs

EPP	Traditional	Alternate	Total	% of All EPPs
BU	7	714	721	20.87%
BMC	70	0	70	2.03%
MIL	7	0	7	0.20%
MC	60	49	109	3.15%
RC	0	0	0	0.00%
TC	4	0	4	0.12%
WCU	154	611	765	22.14%
Total	302	1376	1678	48.51%

49%
Private
EPPs

During the 2019-2020 academic year, the total number of teacher candidates admitted into the 15 EPPs' programs statewide was 3455. There were 1292 admitted to traditional programs and 2163 admitted to an alternate route program.

Table 5
2019-2020 Comparison of Preparation

EPP	Traditional	Alternate	Total
ASU	30	103	133
BU	7	714	721
BMC	70	0	70
DSU	90	21	111
JSU	13	210	223
MIL	7	0	7
MC	60	49	109
MSU	326	303	629
MUW	39	20	59
MVSU	11	51	62
RC	0	0	0
TC	4	0	4
UM	248	41	289
USM	233	40	273
WCU	154	611	765
Total	1292	2163	3455

Figure 2
2019-2020 Comparison of Preparation

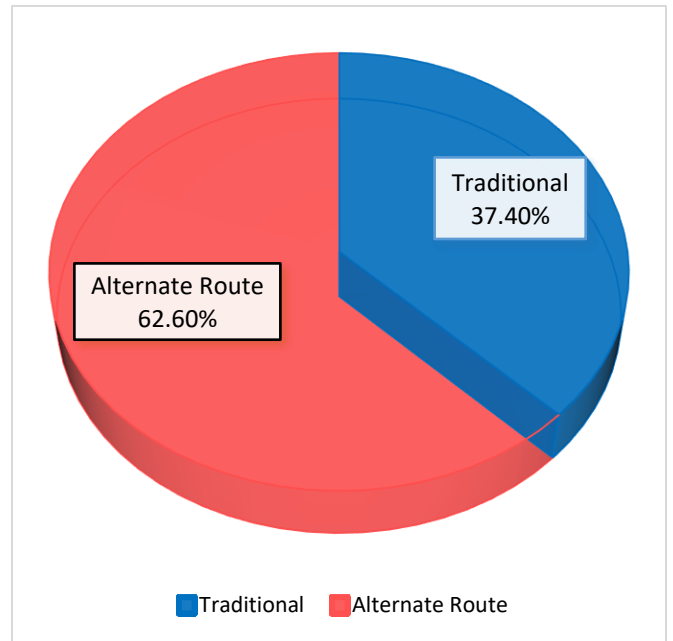
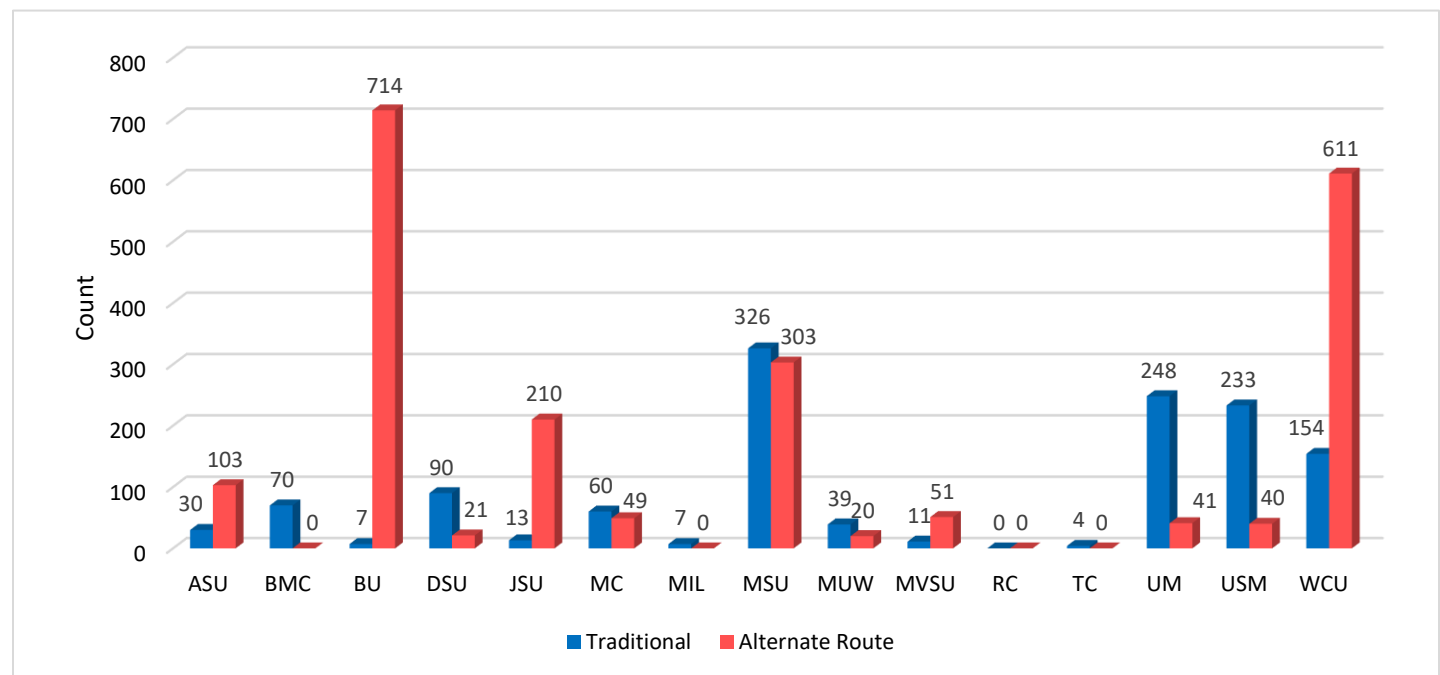


Figure 3
2019-2020 Comparison of Preparation



Admitted Candidates by Gender

In 2019-2020, the 15 EPPs admitted a total of 3455 candidates. Male candidates represented 21.01% (n=726) of the total admitted, while female candidates represented the majority admitted at 78.99% (n=2729).

Table 6
2019-2020 Admitted Candidates by Gender

EPP	Female	Male	Total
ASU	106	27	133
BU	590	131	721
BMC	57	13	70
DSU	81	30	111
JSU	177	46	223
MIL	6	1	7
MC	86	23	109
MSU	487	142	629
MUW	52	7	59
MVSU	45	17	62
RC	0	0	0
TC	3	1	4
UM	233	56	289
USM	212	61	273
WCU	594	171	765
Total	2729	726	3455
Percentage	78.99%	21.01%	100%

Figure 4
2019-2020 Admitted Candidates by Gender

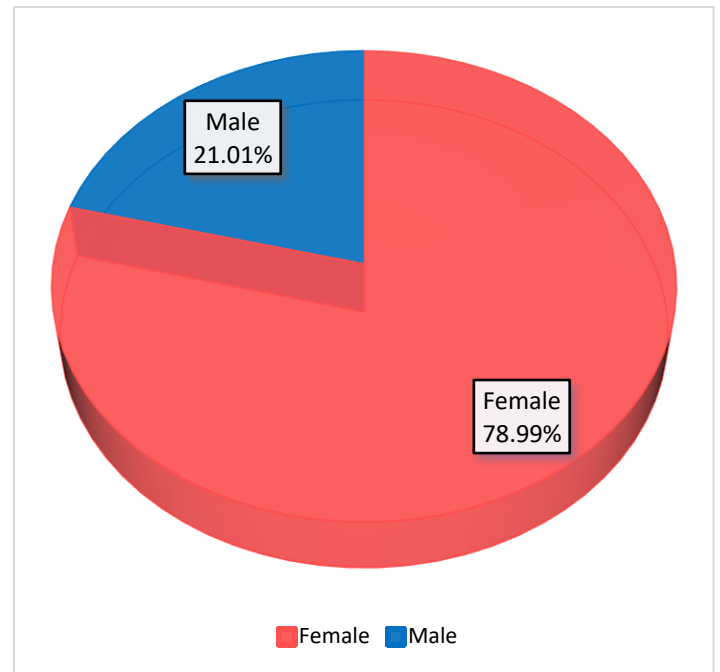


Figure 5
2019-2020 Admitted Candidates by Gender

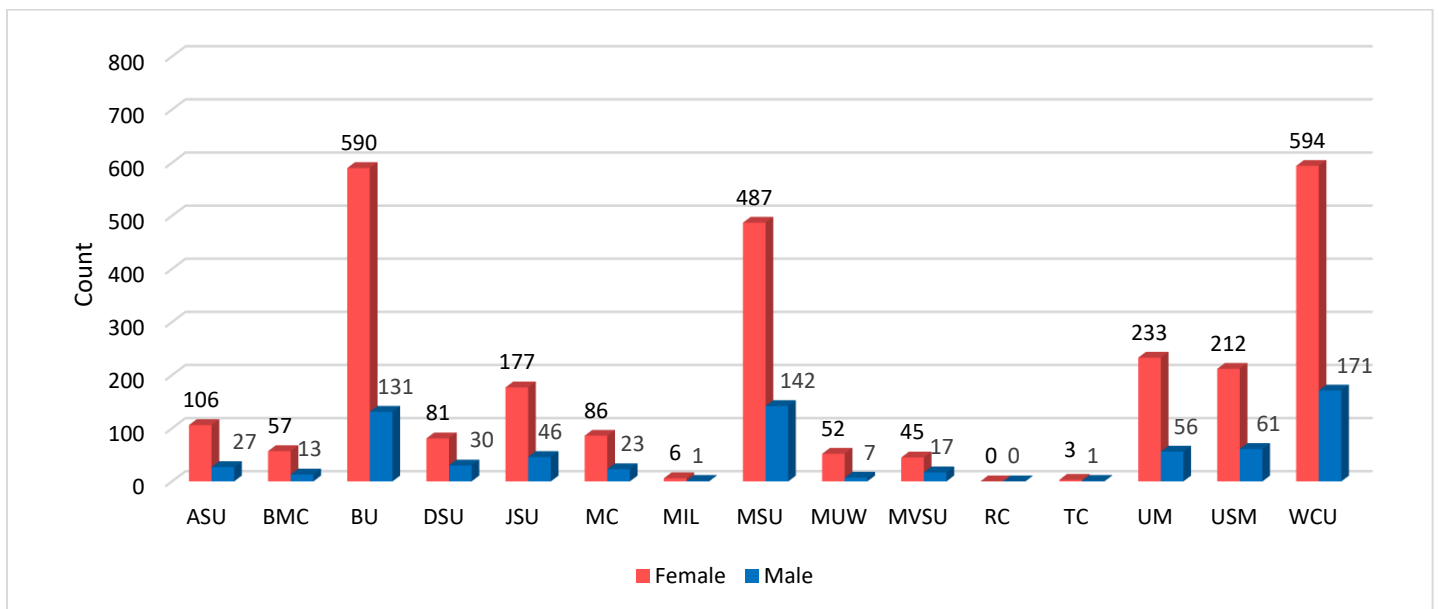


Table 7
2019-2020 Admitted Female Candidates

EPP	Traditional	Alternate	Total
ASU	23	83	106
BU	6	584	590
BMC	57	0	57
DSU	70	11	81
JSU	10	167	177
MIL	6	0	6
MC	52	34	86
MSU	264	223	487
MUW	35	17	52
MVSU	9	36	45
RC	0	0	0
TC	3	0	3
UM	207	26	233
USM	187	25	212
WCU	145	449	594
Total	1074	1655	2729
Percentage	39.36%	60.64%	100%

Figure 6
2019-2020 Admitted Female Candidates

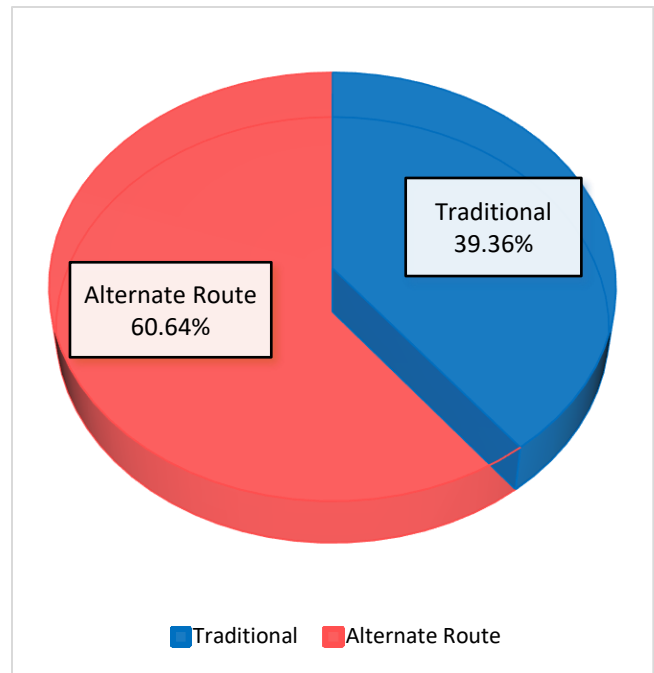


Figure 7
2019-2020 Admitted Female Candidates

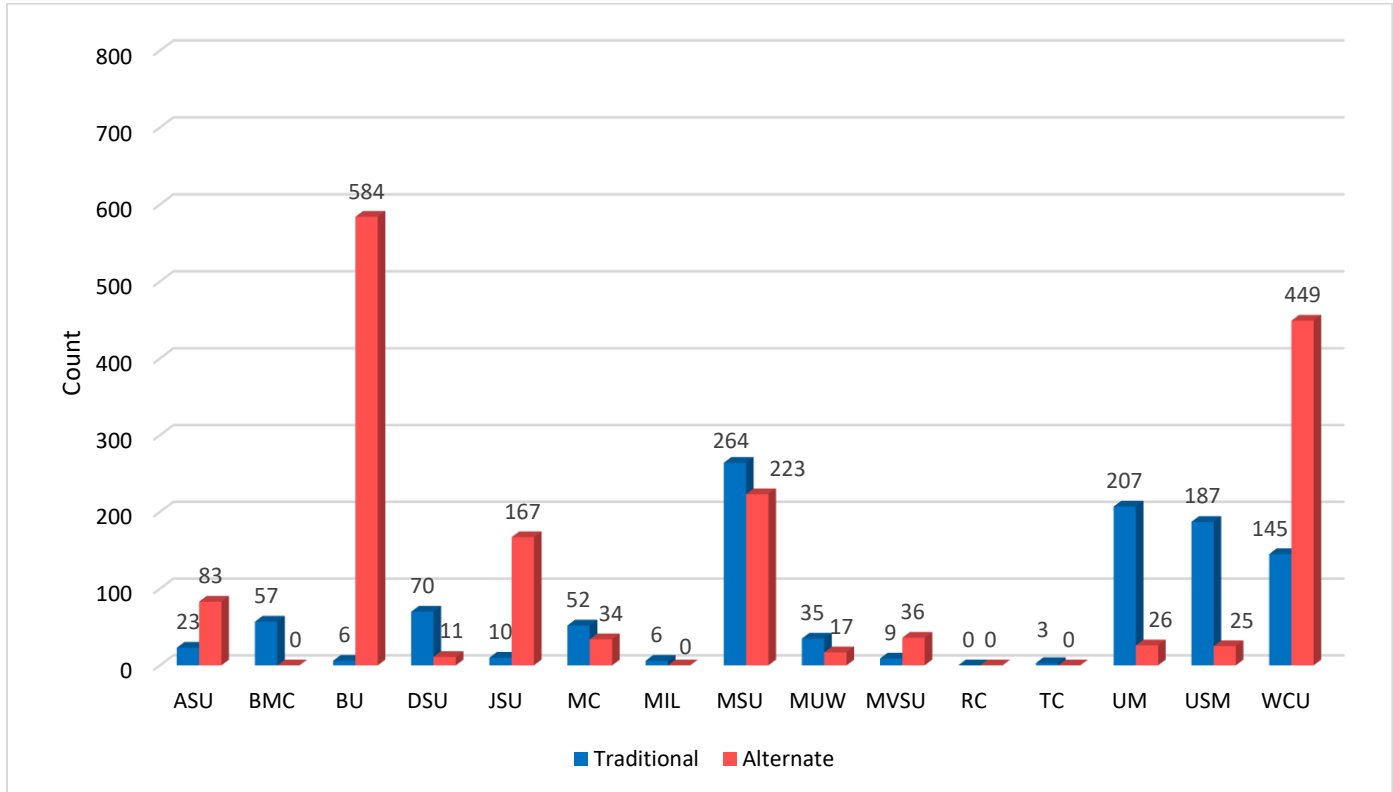


Table 8
2019-2020 Admitted Male Candidates

EPP	Traditional	Alternate	Total
ASU	7	20	27
BU	1	130	131
BMC	13	0	13
DSU	20	10	30
JSU	3	43	46
MIL	1	0	1
MC	8	15	23
MSU	62	80	142
MUW	4	3	7
MVSU	2	15	17
RC	0	0	0
TC	1	0	1
UM	41	15	56
USM	46	15	61
WCU	9	162	171
Total	218	508	726
Percentage	30.03%	69.97%	100%

Figure 8
2019-2020 Admitted Male Candidates

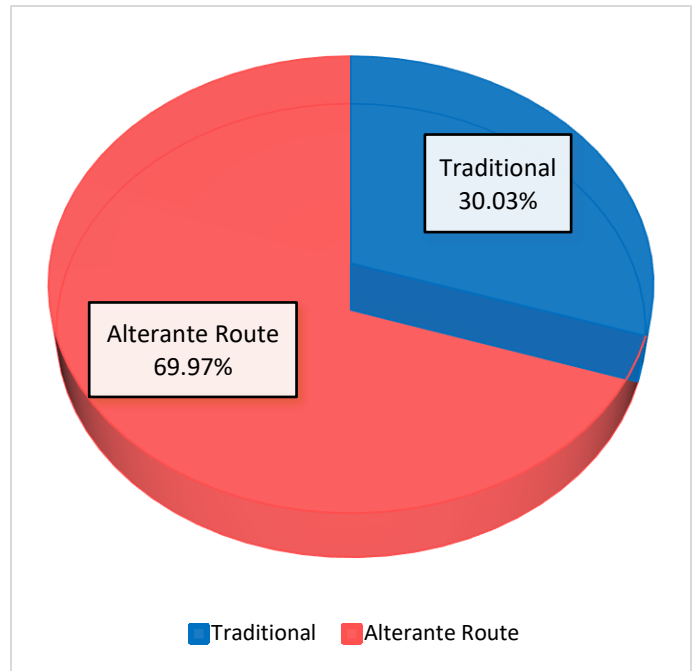
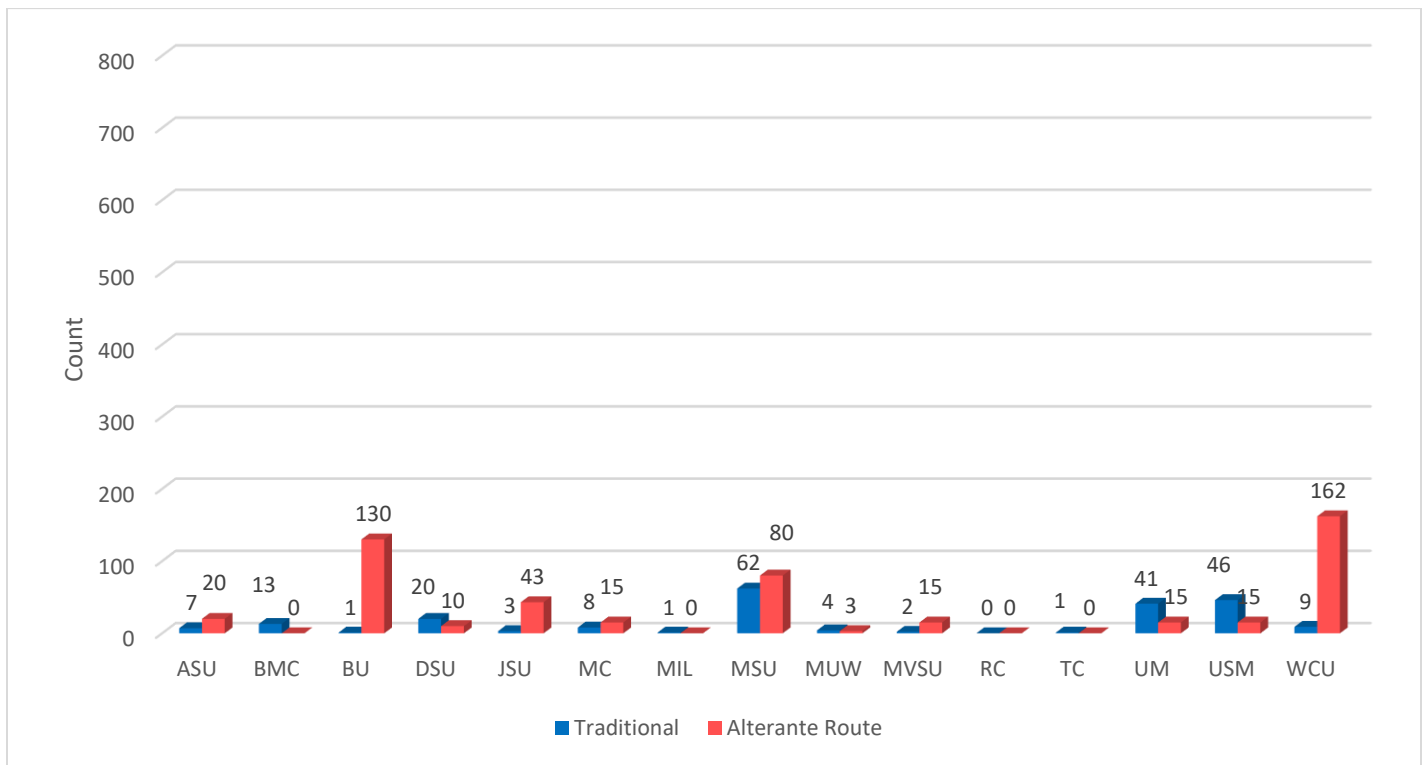


Figure 9
2019-2020 Admitted Male Candidates



Admitted Candidate Data by Ethnicity

In 2019-2020, the 15 EPPs admitted a total of 3455 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

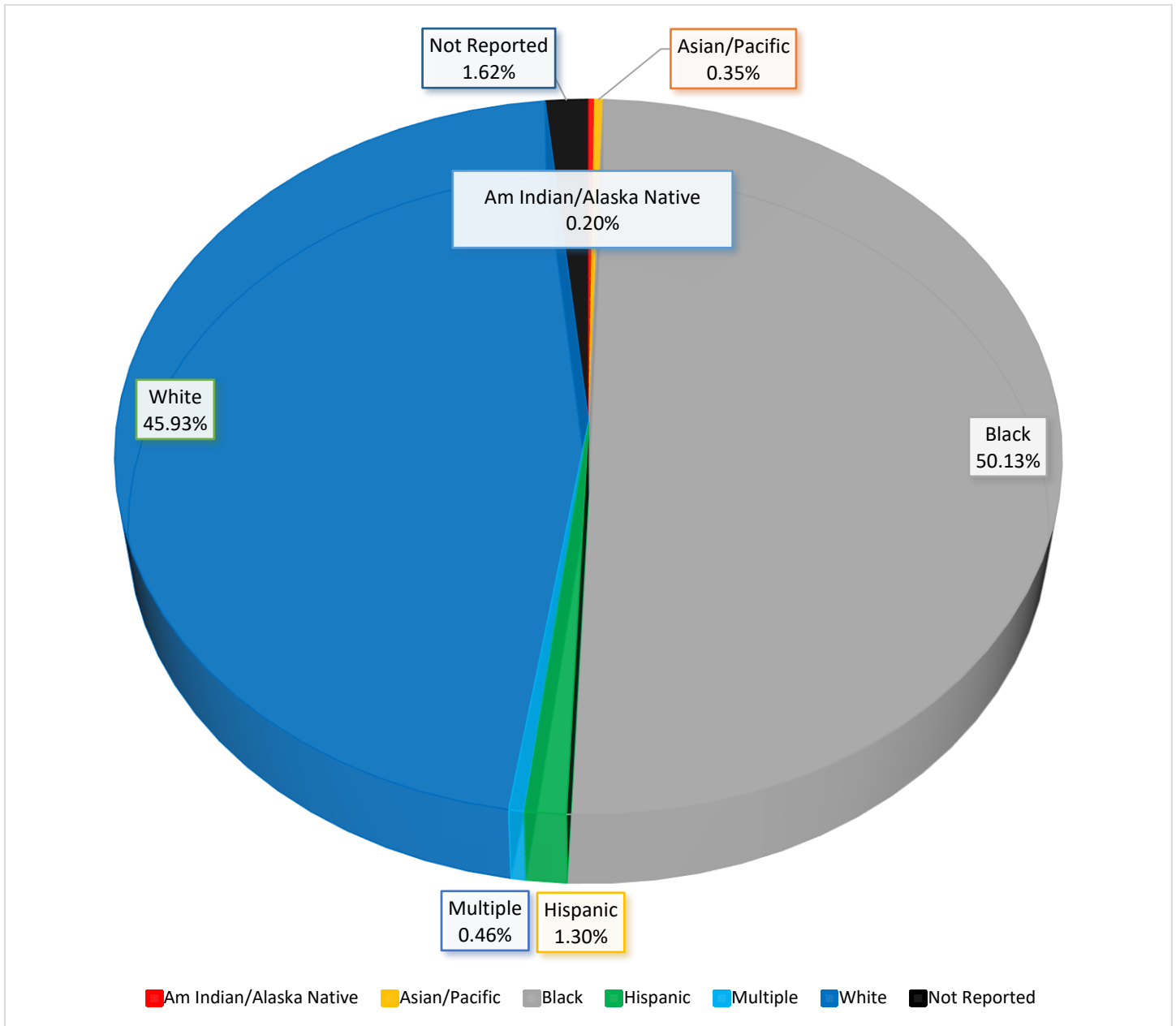
- American Indian/Alaskan Native
- Asian/Pacific
- Black
- Hispanic
- Multiple
- White
- Not Reported

The following table shows data for the above listed ethnicity groups with percentages compared to the total admitted candidates. The ethnicity table below shows both traditional route and alternate route programs by EPP.

Table 9
2019-2020 Admitted Candidates by Ethnicity

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	130	0	0	3	0	133
BU	1	1	608	0	0	60	51	721
BMC	0	0	13	2	0	55	0	70
DSU	0	1	27	1	0	79	3	111
JSU	0	1	215	0	0	7	0	223
MIL	0	1	1	1	0	4	0	7
MC	2	3	28	1	0	75	0	109
MSU	2	1	199	10	2	414	1	629
MUW	0	0	24	0	0	35	0	59
MVSU	0	0	60	0	0	2	0	62
RC	0	0	0	0	0	0	0	0
TC	0	0	4	0	0	0	0	4
UM	1	1	41	8	0	238	0	289
USM	0	0	28	5	1	239	0	273
WCU	1	3	354	17	13	376	1	765
Total	7	12	1732	45	16	1587	56	3455
Percent	0.20%	0.35%	50.13%	1.30%	0.46%	45.93%	1.62%	100%

Figure 10
2019-2020 Admitted Candidates by Ethnicity



The following table shows a comparison of traditional and alternate route admitted candidates by ethnicity.

Table 10
2019-2020 Admitted Candidates by Ethnicity – Comparison of Preparation

EPP	Am Indian/ Alaska Native		Asian/ Pacific		Black		Hispanic		Multiple		White		Not Reported		Total	
	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A
ASU	0	0	0	0	28	102	0	0	0	0	2	1	0	0	30	103
BU	0	1	0	1	0	608	0	0	0	0	7	53	0	51	7	714
BMC	0	NP	0	NP	13	NP	2	NP	0	NP	55	NP	0	NP	70	0
DSU	0	0	1	0	15	12	0	1	0	0	74	5	0	3	90	21
JSU	0	0	0	1	12	203	0	0	0	0	1	6	0	0	13	210
MIL	0	NP	1	NP	1	NP	1	NP	0	NP	4	NP	0	NP	7	NP
MC	0	2	2	1	5	23	1	0	0	0	52	23	0	0	60	49
MSU	1	1	1	0	39	160	7	3	0	2	278	136	0	1	326	303
MUW	0	0	0	0	15	9	0	0	0	0	24	11	0	0	39	20
MVSU	0	0	0	0	11	49	0	0	0	0	0	2	0	0	11	51
RC	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP	0	0
TC	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0
UM	0	1	0	1	26	15	4	4	0	0	218	20	0	0	248	41
USM	0	0	0	0	24	4	3	2	0	1	206	33	0	0	233	40
WCU	0	1	1	2	24	330	2	15	0	13	126	250	1	0	154	611
Total	1	6	6	6	217	1515	20	25	0	16	1047	540	1	55	1292	2163

T = Traditional Preparation
A = Alternate Route Preparation
NP = No program offered

Admitted Candidates by Area of Licensure

The following tables and figures show areas of licensure for admitted EPP candidates.

Table 11

2019-2020 Admitted Candidates by Area of Licensure - Public and Private Comparisons

Area of Licensure	Public	Private	Total
Art (K-12)	10	15	25
Biology (7-12)	86	146	232
Business Education (7-12)	20	88	108
Career Pathway (7-12)	0	3	3
Chemistry (7-12)	4	9	13
Dancing (K-12) Performing Arts	2	0	2
Elementary Education (4-6)	3	59	62
Elementary Education (K-3)	18	0	18
Elementary Education (K-6)	610	245	855
English (7-12)	158	205	363
Family & Consumer Science (7-12)	0	17	17
General Science (7-12)	0	1	1
Health Education (K-12)	25	37	62
Home Economics (7-12)	0	1	1
ICT (7-12)	0	1	1
Library/Media (K-12)	0	2	2
Mathematics (7-12)	57	38	95
Mild/Moderate Disability (K-12)	131	88	219
Music Ed. (K-12) Performing Arts	0	6	6
Music Ed. Instrumental (K-12)	63	5	68
Music Ed. Vocal (K-12)	25	14	39
Physical Education (K-12)	136	168	304
Physics (7-12)	3	0	3
PreK-K	0	25	25
Psychology (7-12)	0	2	2
Social Studies (7-12)	420	345	765
Spanish (K-12)	8	13	21
Speech Communication (7-12)	0	10	10
Speech Correction (K-12)	0	2	2
No License Issued	0	131	131
Total	1779	1676	3455

Figure 11

2019-2020 Admitted Candidates by Area of Licensure - Public and Private Comparisons

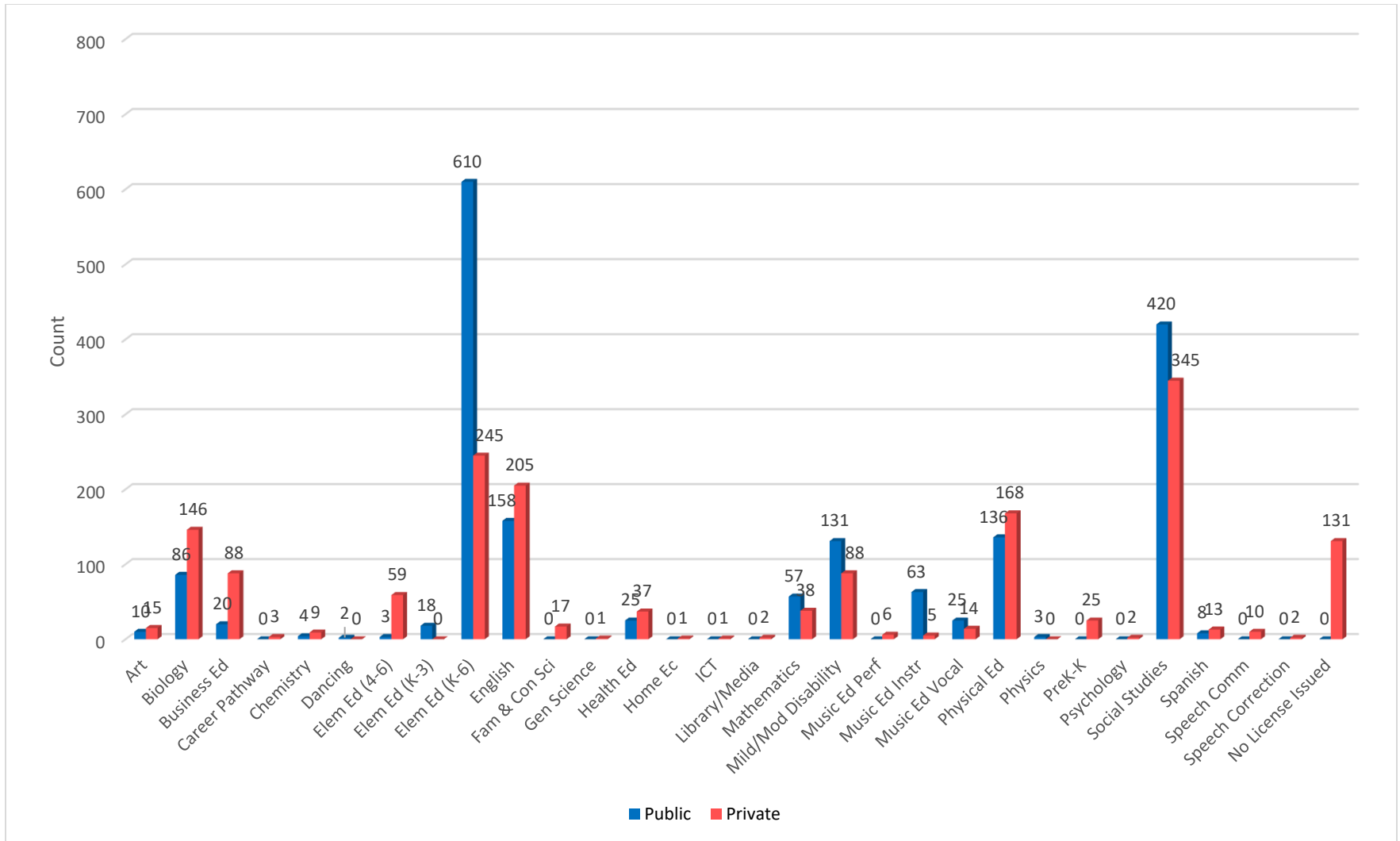
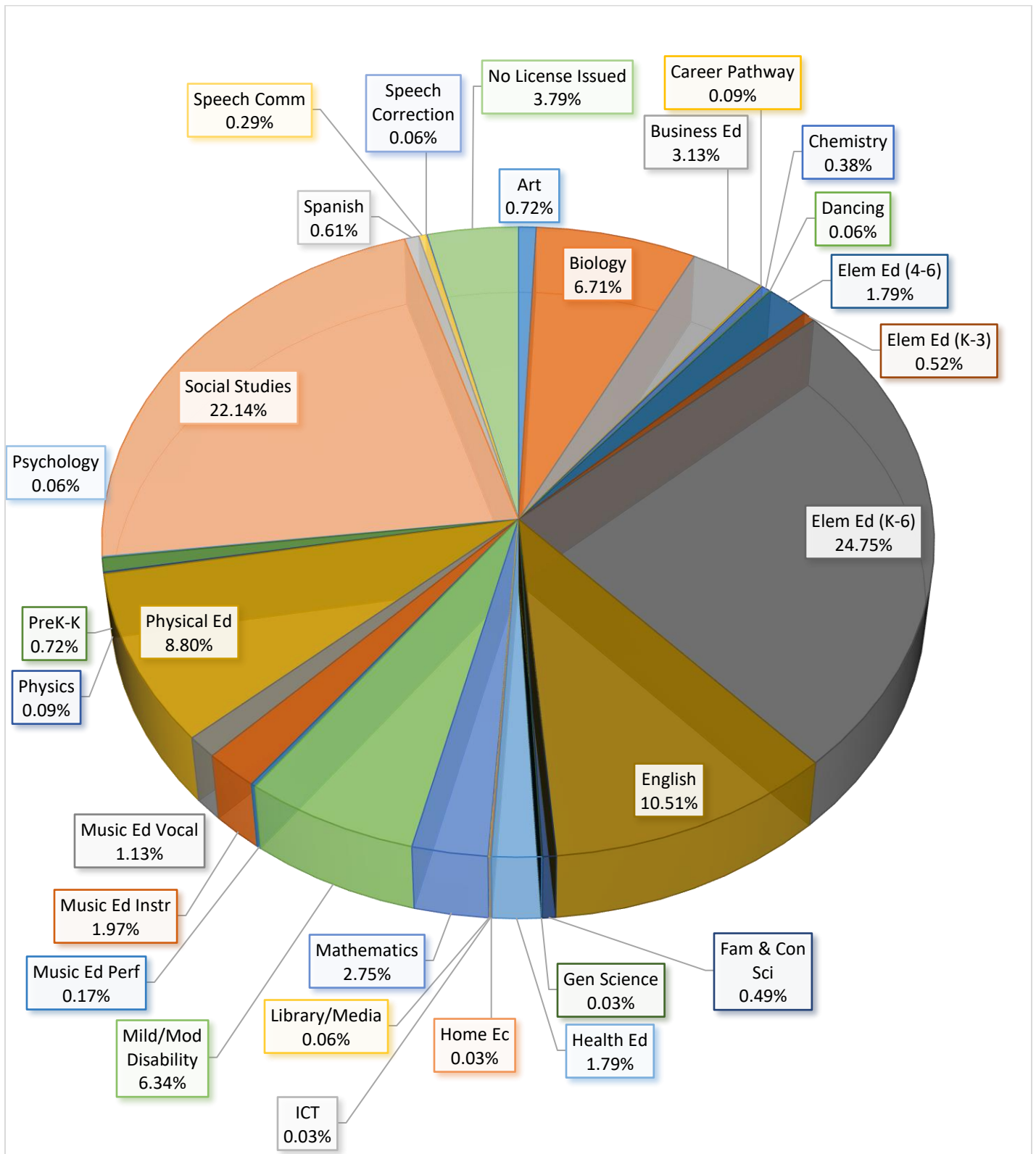


Figure 12

2019-2020 Admitted Candidates by Area of Licensure - Public and Private



The table and the figure below represent the number of candidates admitted into public EPP programs. The largest program was Elementary Education K-6 (n=610) followed by Social Studies 7-12 (n=420).

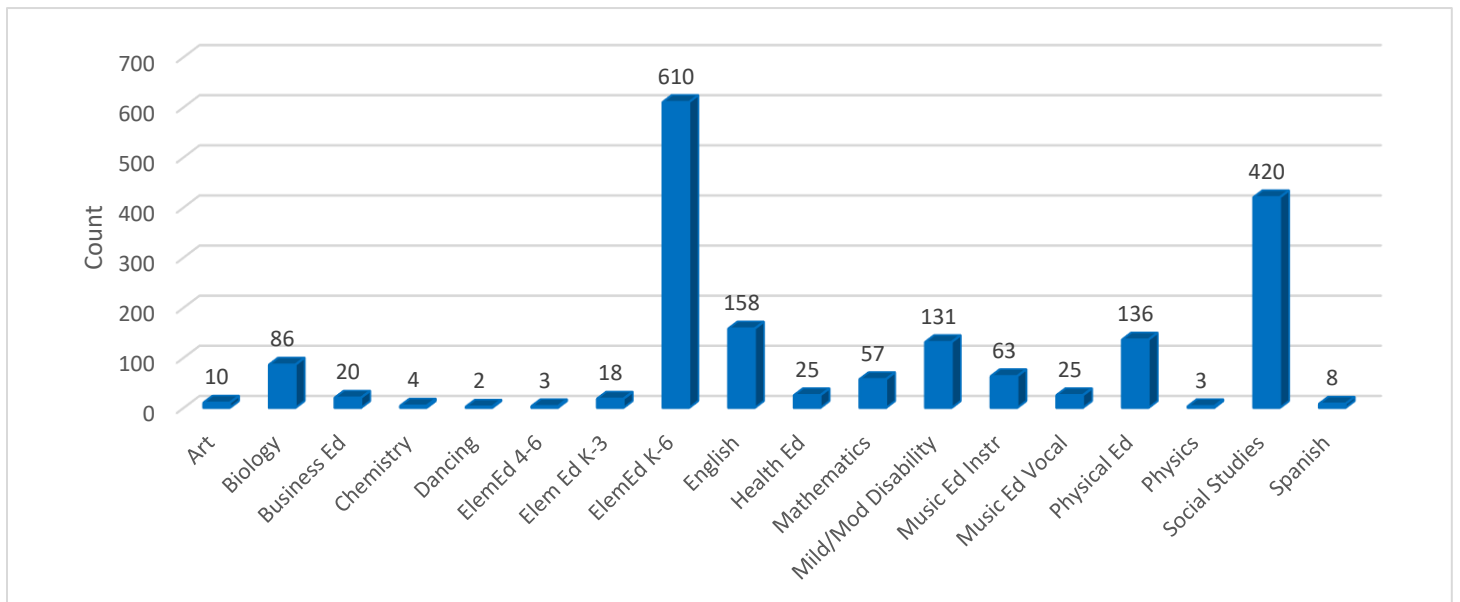
Table 12

2019-2020 Admitted Candidates - Public EPPs by Area of Licensure

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Art K-12	0	2	0	4	1	0	0	3	10	0.56%
Biology 7-12	18	6	11	24	2	3	9	13	86	4.83%
Business Education 7-12	5	1	10	0	0	0	0	4	20	1.12%
Chemistry 7-12	2	0	1	1	0	0	0	0	4	0.22%
Dancing K-12 Performing	0	0	0	0	0	0	0	2	2	0.11%
Elementary Education 4-6	0	0	3	0	0	0	0	0	3	0.17%
Elementary Education K-3	0	0	2	16	0	0	0	0	18	1.01%
Elementary Education K-6	19	63	6	180	35	9	160	138	610	34.29%
English 7-12	5	3	14	54	10	4	41	27	158	8.88%
Health Education K-12	3	0	17	0	2	0	0	3	25	1.41%
Mathematics 7-12	7	1	3	20	1	4	19	2	57	3.20%
Mild/Mod Disability K-12	0	0	1	106	0	0	12	12	131	7.36%
Music Ed. Instrumental K-12	4	7	4	19	1	1	13	14	63	3.54%
Music Ed. Vocal K-12	4	3	0	3	0	0	6	9	25	1.41%
Physical Education K-12	16	13	13	61	2	16	0	15	136	7.64%
Physics 7-12	0	0	1	2	0	0	0	0	3	0.17%
Social Studies 7-12	50	11	137	137	4	25	29	27	420	23.61%
Spanish K-12	0	1	0	2	1	0	0	4	8	0.45%
Total	133	111	223	629	59	62	289	273	1779	100%

Figure 13

2019-2020 Admitted Candidates - Public EPPs by Area of Licensure

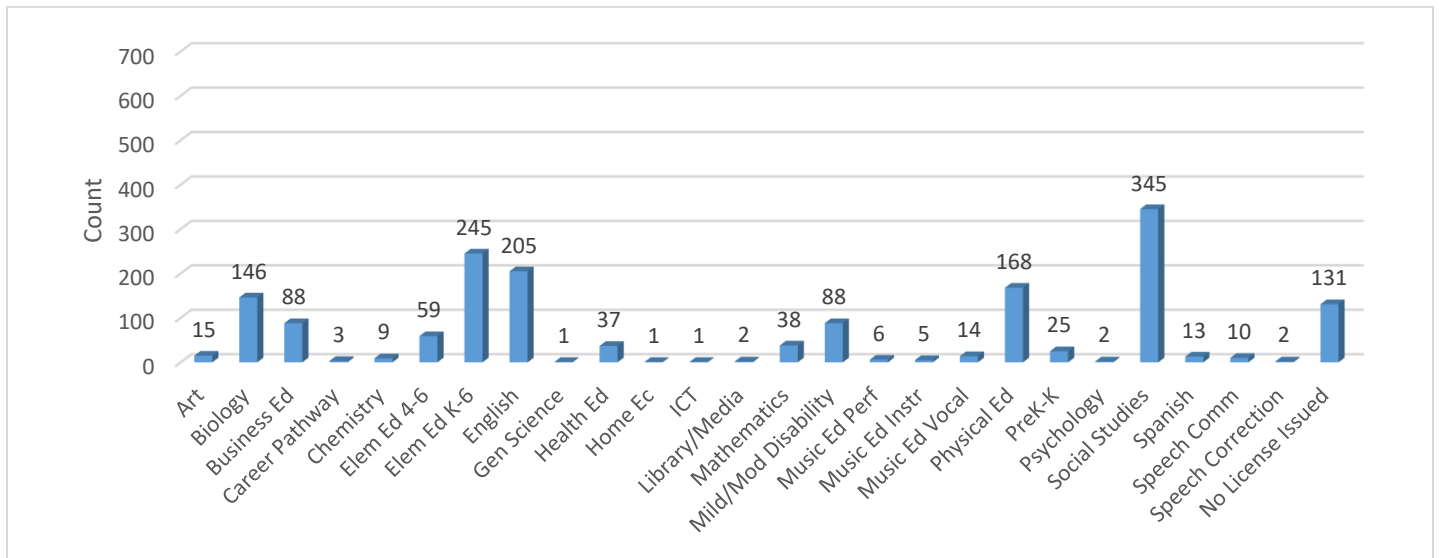


The table and the figure below represent the number of candidates admitted into private EPP programs. The largest program was Social Studies 7-12 (n=345) followed by Elementary Education K-6 (n=245).

Table 13

2019-2020 Admitted Candidates - Private EPPs by Area of Licensure

Area of Licensure	BU	BMC	MC	MIL	RC	TC	WCU	Total	%
Art K-12	4	0	5	0	0	0	6	15	0.89%
Biology 7-12	68	1	7	1	0	0	69	146	8.71%
Business Education 7-12	44	0	0	0	0	0	44	88	5.25%
Career Pathway (7-12)	3	0	0	0	0	0	0	3	0.18%
Chemistry 7-12	1	0	1	0	0	0	7	9	0.54%
Elementary Education 4-6	23	0	5	0	0	0	31	59	3.52%
Elementary Education K-6	7	46	41	3	0	4	144	245	14.62%
English 7-12	92	5	15	0	0	0	93	205	12.23%
Family and Consumer Science 7-12	0	0	0	0	0	0	17	17	1.01%
General Science 7-12	1	0	0	0	0	0	0	1	0.06%
Health Education K-12	19	0	0	0	0	0	18	37	2.21%
Home Economics 7-12	1	0	0	0	0	0	0	1	0.06%
ICT 7-12	1	0	0	0	0	0	0	1	0.06%
Library/Media K-12	0	0	0	0	0	0	2	2	0.12%
Mathematics 7-12	13	0	2	0	0	0	23	38	2.27%
Mild/Mod Disability K-12	1	0	0	0	0	0	87	88	5.25%
Music Ed. Performing K-12	6	0	0	0	0	0	0	6	0.36%
Music Ed. Instrumental K-12	1	2	1	0	0	0	1	5	0.30%
Music Ed. Vocal K-12	2	1	2	0	0	0	9	14	0.84%
Physical Education K-12	53	6	9	0	0	0	100	168	10.02%
PreK-K	25	0	0	0	0	0	0	25	1.49%
Psychology 7-12	2	0	0	0	0	0	0	2	0.12%
Social Studies 7-12	214	9	21	3	0	0	98	345	20.58%
Spanish K-12	3	0	0	0	0	0	10	13	0.78%
Speech Communication 7-12	4	0	0	0	0	0	6	10	0.60%
Speech Correction K-12	2	0	0	0	0	0	0	2	0.12%
No License Issued	131	0	0	0	0	0	0	131	7.82%
Total	721	70	109	7	0	4	765	1676	100%

Figure 14*2019-2020 Admitted Candidates - Private EPPs by Area of Licensure*

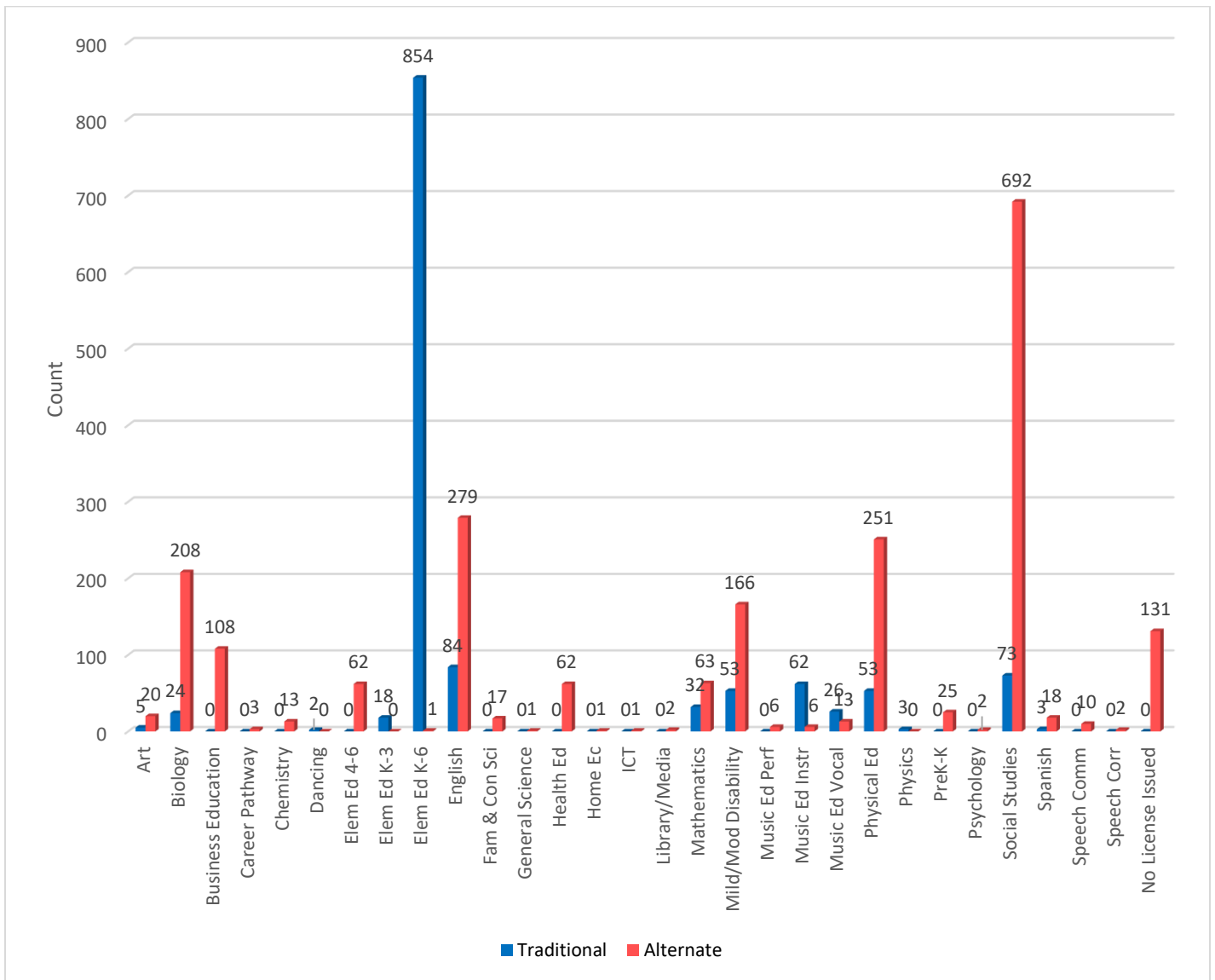
The table and figure below represent a comparison of candidates admitted into traditional and alternate route programs. Elementary Education K-6 (n=854) was the largest program for traditional preparation; Social Studies 7-12 (n=692) was the largest program for alternate route preparation.

Table 14*Admitted Candidates by Area of Licensure (Traditional and Alternate Route)*

Area of Licensure	Traditional	Alternate	Total
Art K-12	5	20	25
Biology 7-12	24	208	232
Business Education 7-12	0	108	108
Career Pathway 7-12	0	3	3
Chemistry 7-12	0	13	13
Dancing K-12 Performing	2	0	2
Elementary Education 4-6	0	62	62
Elementary Education K-3	18	0	18
Elementary Education K-6	854	1	855
English 7-12	84	279	363
Family & Consumer Science 7-12	0	17	17
General Science 7-12	0	1	1
Health Education K-12	0	62	62
Home Economics 7-12	0	1	1
ICT 7-12	0	1	1
Library/Media K-12	0	2	2
Mathematics 7-12	32	63	95
Mild/Moderate Disability K-12	53	166	219
Music K-12 Performing	0	6	6
Music Ed. Instrumental K-12	62	6	68

Area of Licensure	Traditional	Alternate	Total
Music Ed. Vocal K-12	26	13	39
Physical Education K-12	53	251	304
Physics 7-12	3	0	3
PreK-K	0	25	25
Psychology 7-12	0	2	2
Social Studies 7-12	73	692	765
Spanish K-12	3	18	21
Speech Communication 7-12	0	10	10
Speech Correction 7-12	0	2	2
No License Issued	0	131	131
Total	1292	2163	3455

Figure 15
Admitted Candidates by Area of Licensure (Traditional and Alternate Route)



Section III. Completer Candidate Data

The following data are reported for 2019-2020 EPP completers.

Completer Candidates-Traditional Route
Completed Teacher Education-Traditional Route
Average Completer GPA-Traditional Route
Total Clinical Hrs. Completed (observation, practicum, & student teach)-Traditional Route
TIAI Average (US Summative) (0.00-3.00)-Traditional Route
Disposition Average (CT Summative) (0.00-3.00)-Traditional Route
Foundation of Reading Score (090)-Traditional Route
Average Number of times attempted Foundations of Reading-Traditional Route
Average Number of times attempted Praxis Content Knowledge-Traditional Route
Average Number of times attempted Praxis PLT-Traditional Route
Completed Alternate Route
Completed Teacher Education-Alternate Route
Average Completed GPA-Alternate Route
Total Clinical Hrs. Completed (observation, practicum, & internship)-Alternate Route
TIAI Average (US Summative) (0.00-3.00)-Alternate Route
Disposition Average (CT Summative) (0.00-3.00)-Alternate Route
Foundation of Reading Score (090)-Alternate Route
Average Number of times attempted Foundations of Reading-Alternate Route
Average Number of times attempted Praxis Content Knowledge-Alternate Route
Average Number of times attempted Praxis PLT-Alternate Route

Program Completer Candidate Data

Mississippi EPPs graduated 1446 candidates during the 2019-2020 academic year. Of the total completers, 73.10% (n=1057) were from the eight public EPPs and 26.90% (n=389) were from the seven private EPPs. Because of the COVID-19 virus, test waivers for spring 2020 were initiated due to the closing of testing centers. Beginning May 18, 2020, Praxis tests were offered remotely at home. The test waiver would stay in effect until December 31, 2021. Test results reported in this summary are for those candidates who took the test and results submitted by the EPP. Results will be skewed due to the number of candidates who opted out of testing during spring semester.

Many school districts began to shut down early in the spring. Candidates helped to prepare packets for students without computers and Internet access. In addition, candidates were instrumental in assisting their mentors with online instruction.

Table 15
2019-2020 Completer Data by EPP – Traditional Preparation

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completers	11	4	39	78	24	7	58	271	34	2	0	0	267	201	49	1045
Average Completer GPA	3.55	■	3.64	3.49	3.52	3.59	3.58	3.53	3.50	■	NA	NA	3.53	3.47	3.55	3.52
Average Clinical Hours Completed	53.18	82.00	134.62	265.42	120.00	84.57	108.93	156.79	140.59	80.00	NA	NA	243.56	262.51	342.00	209.43
Average Student Teaching Hours	560.00	490.00	557.03	720.00	480.00	491.43	571.72	640.00	480.00	640.00	NA	NA	560.00	560.00	486.74	584.78
TIAI Average (US Summative-fall sem) (0-3 pt scale)	2.24	■	2.63	2.59	2.60	2.98	2.59	2.83	2.62	■	NA	NA	1.84	2.54	2.77	2.64
TIAI Average (US Formative-spring sem) (0-3 pt scale)	2.22	■	2.47	2.52	1.95	2.71	2.38	2.88	2.67	■	NA	NA	2.39	2.37	2.36	2.50
Disposition Average (CT Summative) (0-3 pt scale)	2.25	■	2.79	2.81	2.83	2.96	2.69	2.92	2.97	■	NA	NA	2.79	2.87	2.87	2.84
Foundation of Reading Score Average (090)	231.33	■	247.55	245.75	241.61	255.67	241.50	237.26	235.00	■	NA	NA	243.98	240.56	246.50	241.64
Average # of times attempted Foundations of Reading	1.00	■	1.23	1.49	1.67	1.00	1.13	1.28	1.00	■	NA	NA	1.09	1.26	1.44	1.25
Average # of times attempted Praxis Content Knowledge	2.20	■	1.18	1.10	1.25	1.00	1.15	1.09	1.00	■	NA	NA	1.08	1.10	1.22	1.12
Average # of times attempted Praxis PLT	1.40	■	1.03	1.09	1.08	1.00	1.06	1.06	1.00	■	NA	NA	1.02	1.03	1.13	1.06

NA = Not Applicable

Table 16
 2019-2020 Alternate Route Preparation Completer Data by EPP

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completed	2	60	NA	12	34	NA	12	58	2	6	NA	0	42	13	160	401
Average Completed GPA	■	3.54	NA	3.47	3.71	NA	3.39	3.68	■	3.63	NA	NA	3.82	3.83	3.56	3.62
Average Clinical Hrs. Completed (internship)	<i>Alternate route candidates complete their internship employed as the teacher of record in a school.</i>															NA
TIAI Average (US Summative) (0.00-3.00)	■	NR	NA	2.70	2.51	NA	2.75	2.83	■	2.17	NA	NA	2.43	2.32	2.65	2.62
Disposition Average (US Summative) (0.00-3.00)	■	NR	NA	2.94	2.48	NA	2.83	2.93	■	3.00	NA	NA	2.28	2.77	2.73	2.69
Foundation of Reading Score (090)	■	255.36	NA	244.00	250.50	NA	252.67	NA	■	234.00	NA	NA	NA	NA	249.16	250.24
Average Number of times attempted Foundations of Reading	■	1.00	NA	1.20	1.00	NA	1.00	NA	■	NR	NA	NA	NA	NA	1.11	1.13
Average Number of times attempted Praxis Content Knowledge	<i>As part of the entrance requirements, alternate route candidates have to have passed the Praxis Content Knowledge test.</i>															NA

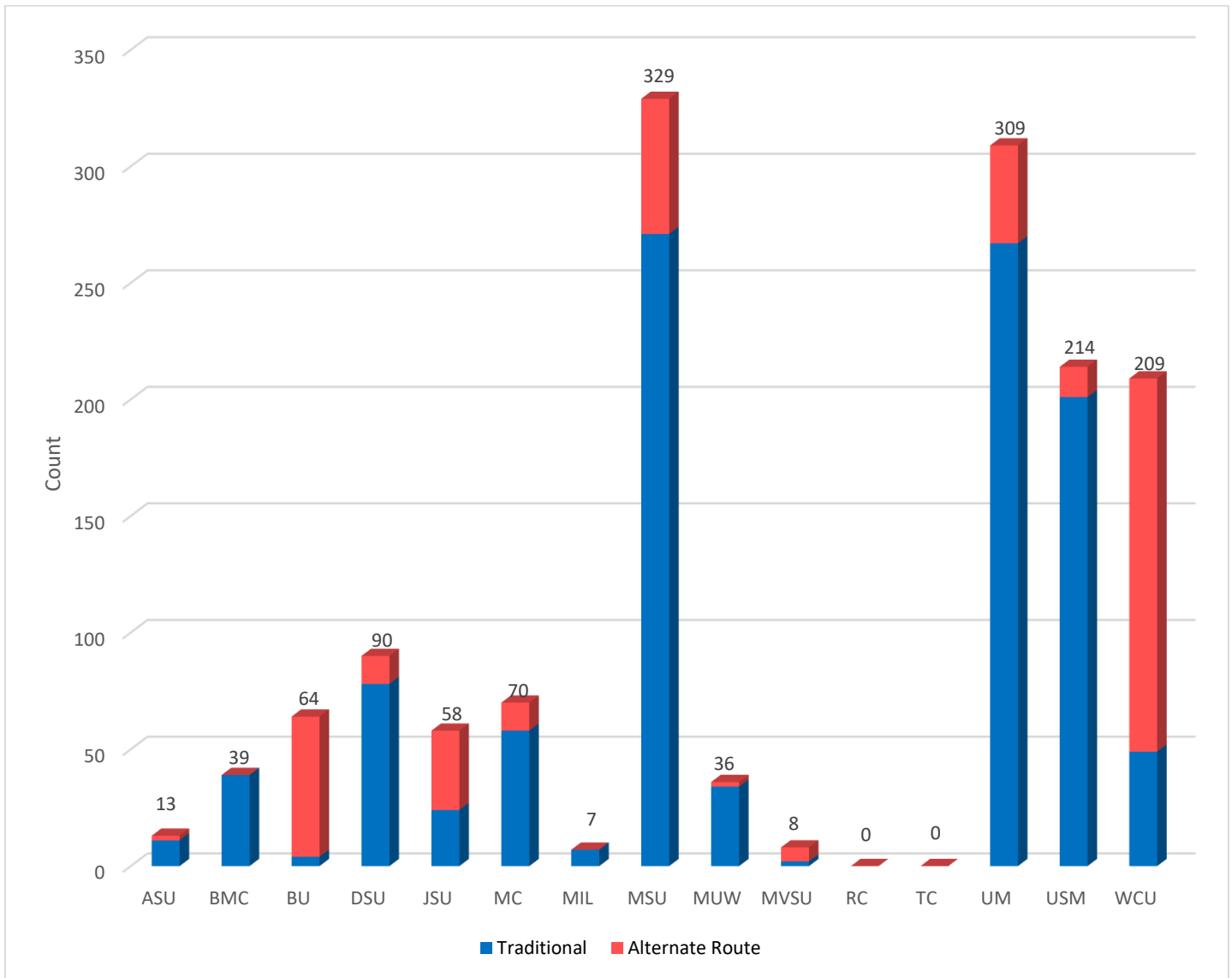
NA = not applicable

NR = not reported

Completer Candidates by EPP

During the 2019-2020 academic year, the total number of teacher candidates who completed an EPP program statewide was 1446. There were 1045 candidates who completed a traditional preparation program and 401 who completed through an alternate route preparation program.

Figure 16
2019-2020 Completer Candidates by EPP



The eight public EPPs had 1057 candidates complete a teacher education program which represented 73.10% of the total number of completers. The seven private EPPs had 389 candidates complete a program which represented of 26.90% percent of the total number of completers.

The following tables show EPPs by public or private with data comparing traditional preparation versus alternate route preparation and the EPPs' completer percentages compared to the percent for all EPP completers.

Table 17
2019-2020 Completer Candidates-Public EPPs

Public EPP	Traditional	Alternate	Total	% of all EPPs
ASU	11	2	13	1.23%
DSU	78	12	90	8.51%
JSU	24	34	58	5.49%
MSU	271	58	329	31.13%
MUW	34	2	36	3.41%
MVSU	2	6	8	0.76%
UM	267	42	309	29.23%
USM	201	13	214	20.25%
Total Public	888	169	1057	100%

73%
Public
EPPs

Table 18
2019-2020 Completer Candidates-Private EPPs

Private EPP	Traditional	Alternate	Total	% of all EPPs
BU	4	60	64	16.45%
BMC	39	NA	39	10.03%
MIL	7	NA	7	1.80%
MC	58	12	70	17.99%
RC	0	NA	0	0%
TC	0	0	0	0%
WCU	49	160	209	53.73%
Total Private	157	232	389	100%

27%
Private
EPPs

During the 2019-2020 academic year, the total number of teacher candidates who completed an EPP program statewide was 1446. There were 1045 candidates who completed a traditional preparation program and 401 candidates who completed an alternate route preparation program.

Table 19
2019-2020 Completer Traditional v. Alternate Route

EPP	Traditional	Alternate	Total
ASU	11	2	13
BU	4	60	64
BMC	39	NA	39
DSU	78	12	90
JSU	24	34	58
MIL	7	NA	7
MC	58	12	70
MSU	271	58	329
MUW	34	2	36
MVSU	2	6	8
RC	0	NA	0
TC	0	0	0
UM	267	42	309
USM	201	13	214
WCU	49	160	209
Total	1045	401	1446

Figure 17
2019-2020 Completer Traditional v. Alternate Route

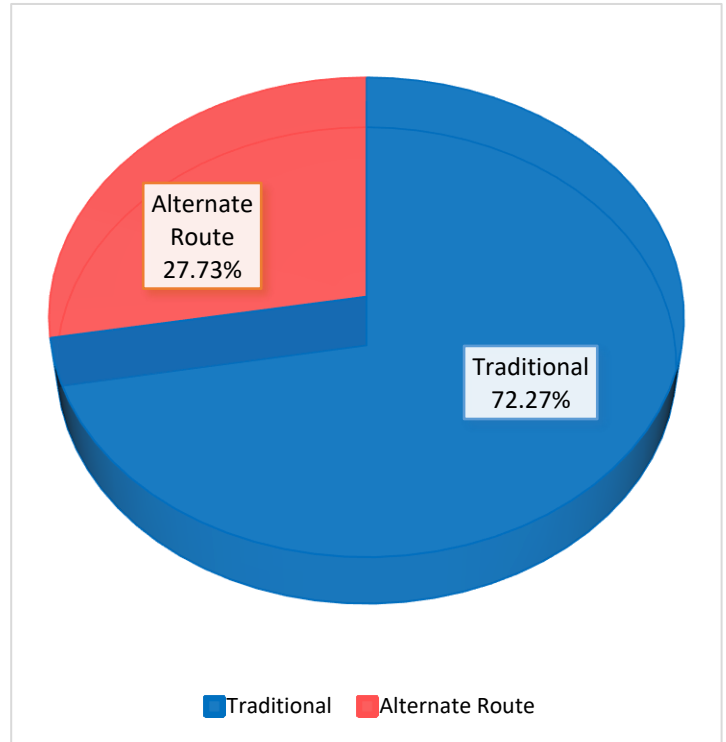
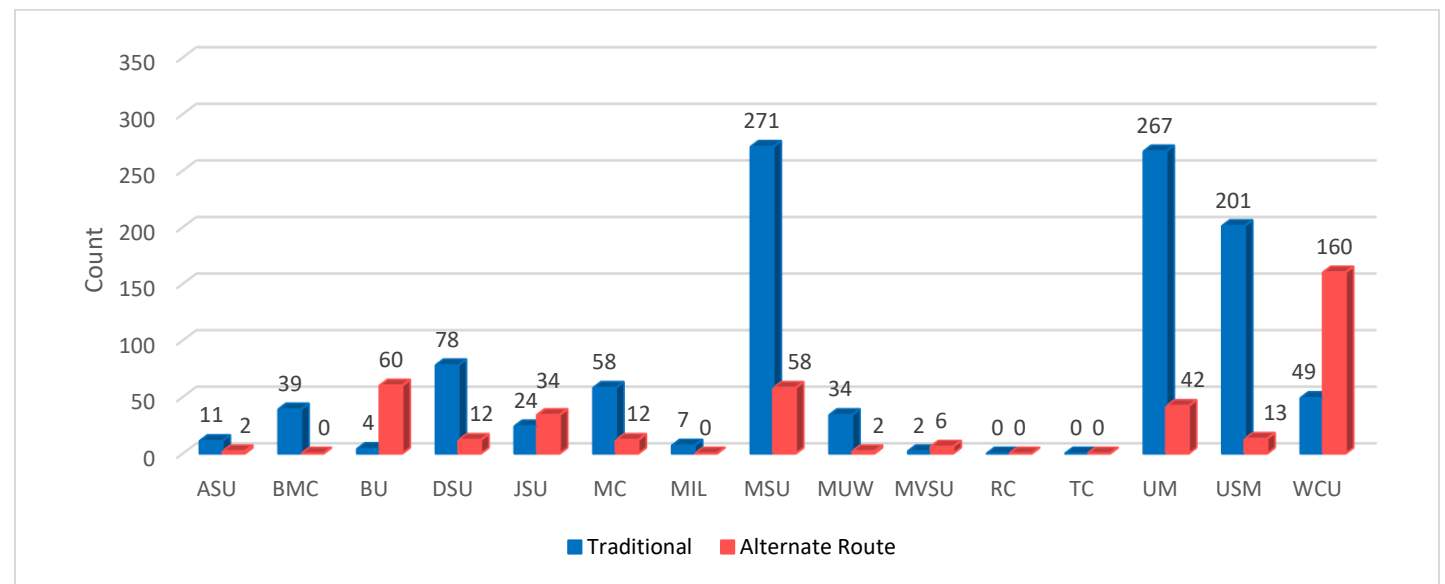


Figure 18
2019-2020 Completer Traditional v. Alternate Route



Completer Candidate Data by Gender

In 2019-2020, the 15 EPPs had a total of 1446 completer candidates. Males represented 20.89% (n=302) of the total completers, while females represented 79.11% (n=1144) of the total completers.

Table 20
2019-2020 Completers by Gender

EPP	Female	Male	Total
ASU	8	5	13
BU	46	18	64
BMC	29	10	39
DSU	75	15	90
JSU	45	13	58
MIL	6	1	7
MC	52	18	70
MSU	263	66	329
MUW	35	1	36
MVSU	5	3	8
RC	0	0	0
TC	0	0	0
UM	254	55	309
USM	169	45	214
WCU	157	52	209
Total	1144	302	1446

Figure 19
2019-2020 Completers by Gender

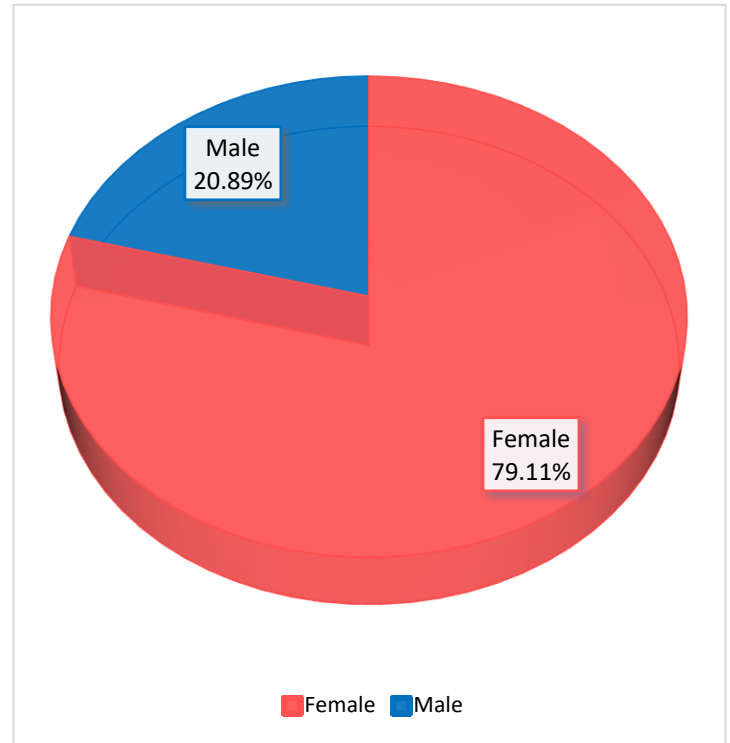
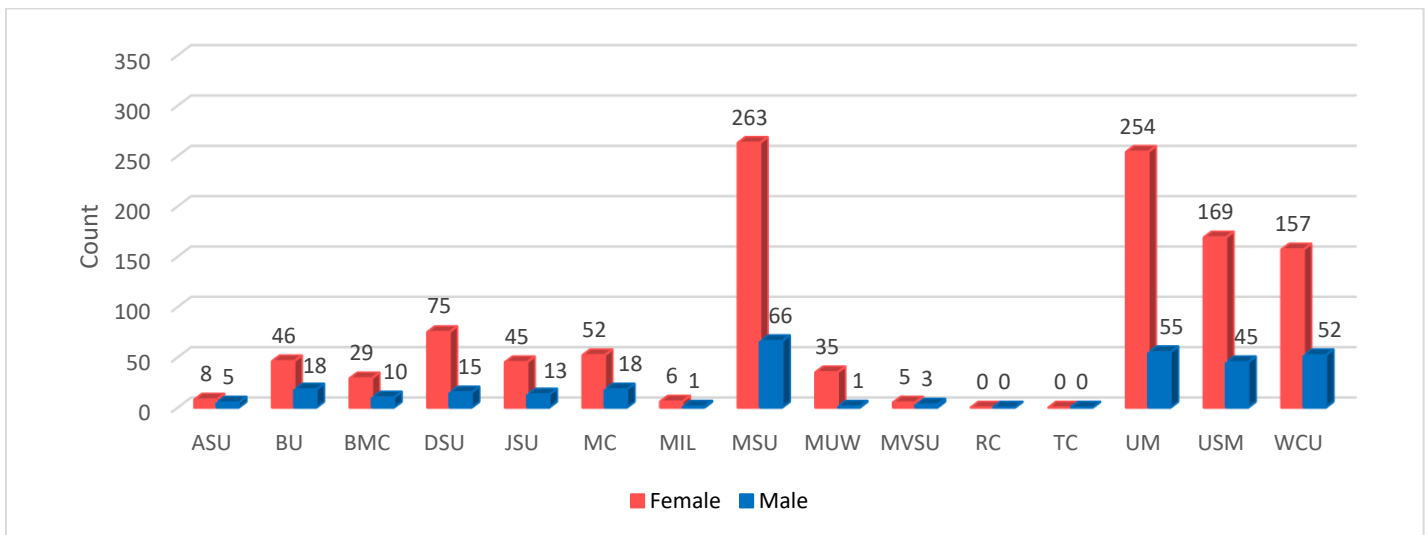


Figure 20
2019-2020 Completers by Gender



The following tables and figures represent female completer candidates.

Table 21
2019-2020 Female Completer Candidates

EPP	Traditional	Alternate	Total
ASU	6	2	8
BU	4	42	46
BMC	29	NA	29
DSU	64	11	75
JSU	18	27	45
MIL	6	NA	6
MC	43	9	52
MSU	224	39	263
MUW	33	2	35
MVSU	1	4	5
RC	0	NA	0
TC	0	0	0
UM	229	25	254
USM	162	7	169
WCU	44	113	157
Total	863	281	1144
%	75.44%	24.56%	100%

Figure 21
2019-2020 Female Completer Candidates

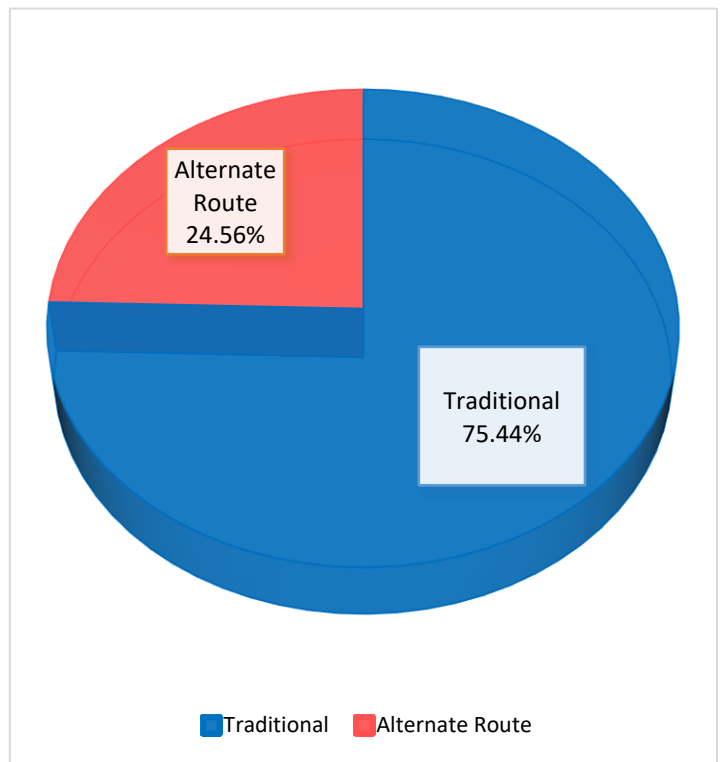
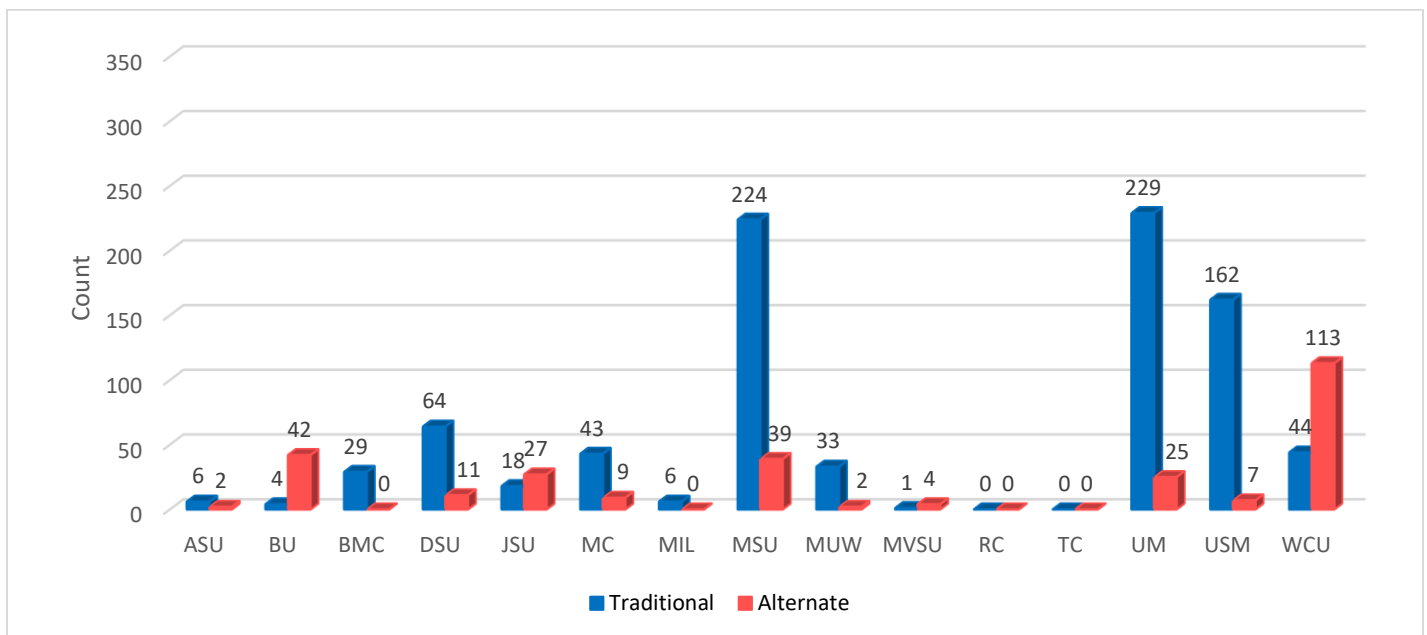


Figure 22
2019-2020 Female Completer Candidates



The following tables and figures represent male completer candidates.

Table 22
2019-2020 Male Completer Candidates

EPP	Traditional	Alternate	Total
ASU	5	0	5
BU	0	18	18
BMC	10	NA	10
DSU	14	1	15
JSU	6	7	13
MIL	1	NA	1
MC	15	3	18
MSU	47	19	66
MUW	1	0	1
MVSU	1	2	3
RC	0	NA	0
TC	0	0	0
UM	38	17	55
USM	39	6	45
WCU	5	47	52
Total	182	120	302
%	60.26%	39.74%	100%

Figure 23
2019-2020 Male Completer Candidates

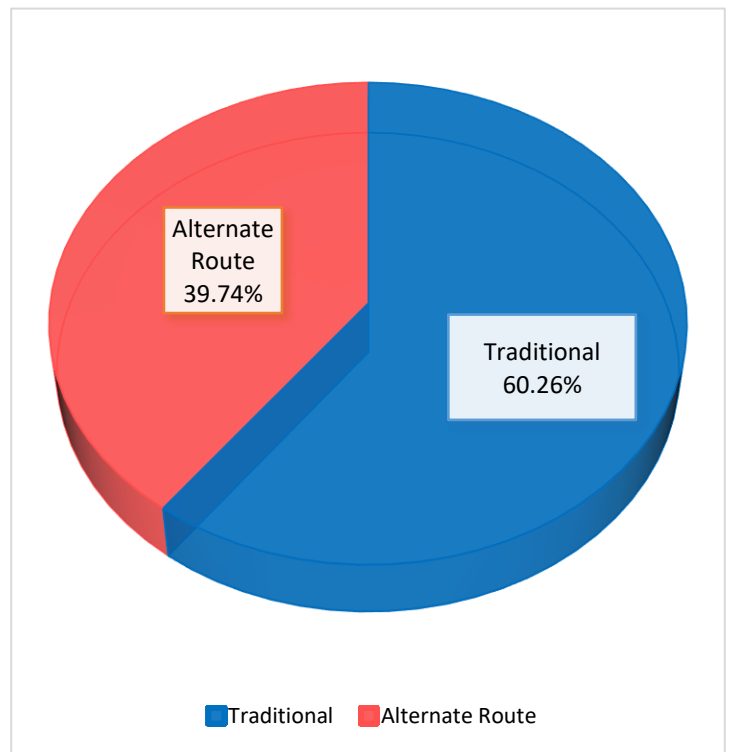
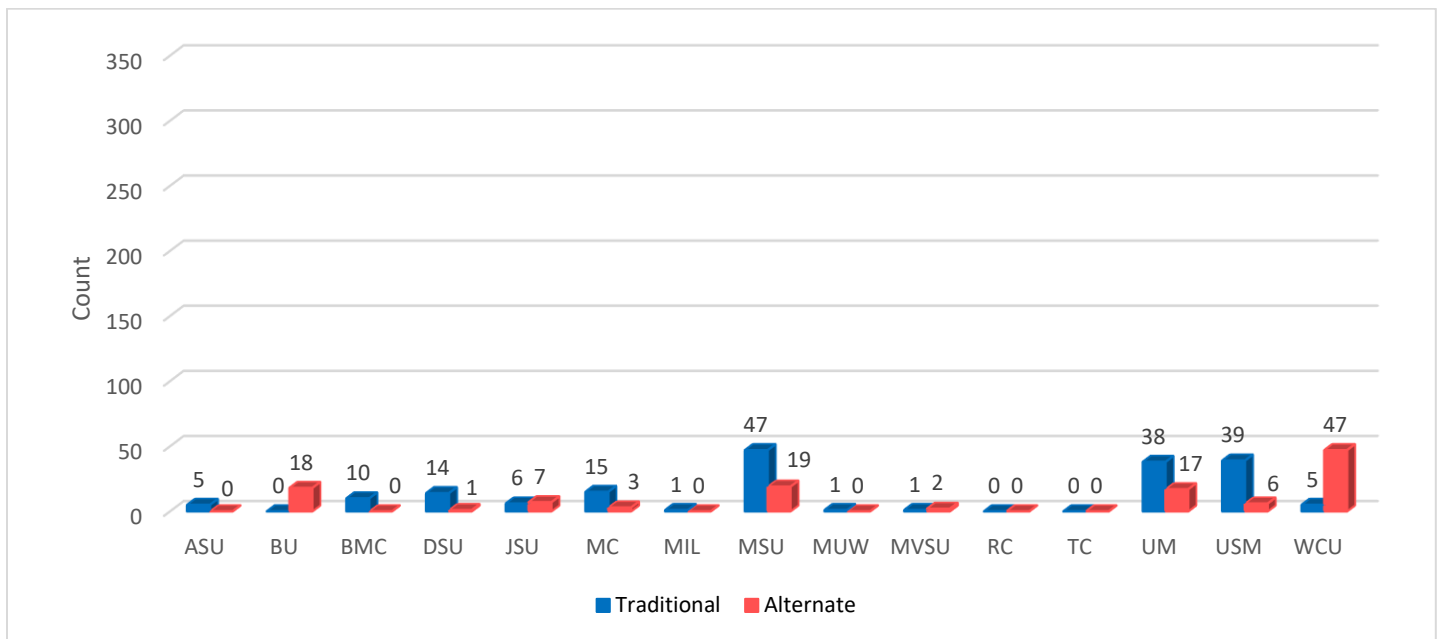


Figure 24
2019-2020 Male Completer Candidates



Completer Candidate Data by Ethnicity

In 2019-2020, the 15 EPPs had a total of 1446 program completers. The EPPs were asked to provide completer data for the following ethnic categories.

- American Indian/Alaskan Native
- Asian/Pacific
- Black
- Hispanic
- Multiple
- White
- Not Reported

The following table shows data for the above listed ethnicity groups with percentages compared to the total number of program completers. The table below shows both traditional and alternate route programs by EPP.

Table 23
2019-2020 Completer Candidates by Ethnicity

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	8	0	0	5	0	13
BU	2	0	35	0	0	23	4	64
BMC	0	0	0	2	1	36	0	39
DSU	0	1	11	0	0	77	1	90
JSU	0	0	52	0	0	6	0	58
MIL	0	1	1	0	0	5	0	7
MC	0	0	6	0	0	63	1	70
MSU	0	1	24	4	8	289	3	329
MUW	0	0	13	0	0	23	0	36
MVSU	0	0	5	1	0	2	0	8
RC	0	0	0	0	0	0	0	0
TC	0	0	0	0	0	0	0	0
UM	1	1	12	4	4	287	0	309
USM	1	1	20	3	3	186	0	214
WCU	0	0	39	3	2	164	1	209
Total	4	5	226	17	18	1166	10	1446

The following table and figure represent all EPP program completers by ethnic group.

Table 24
2019-2020 Completer by Ethnicity

Ethnicity	Am Indian/ Alaska Native	Asian /Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Count	4	5	226	17	18	1166	10	1446
Percentage	0.28%	0.35%	15.63%	1.18%	1.24%	80.64%	0.69%	100%

Figure 25
2019-2020 Completer by Ethnicity

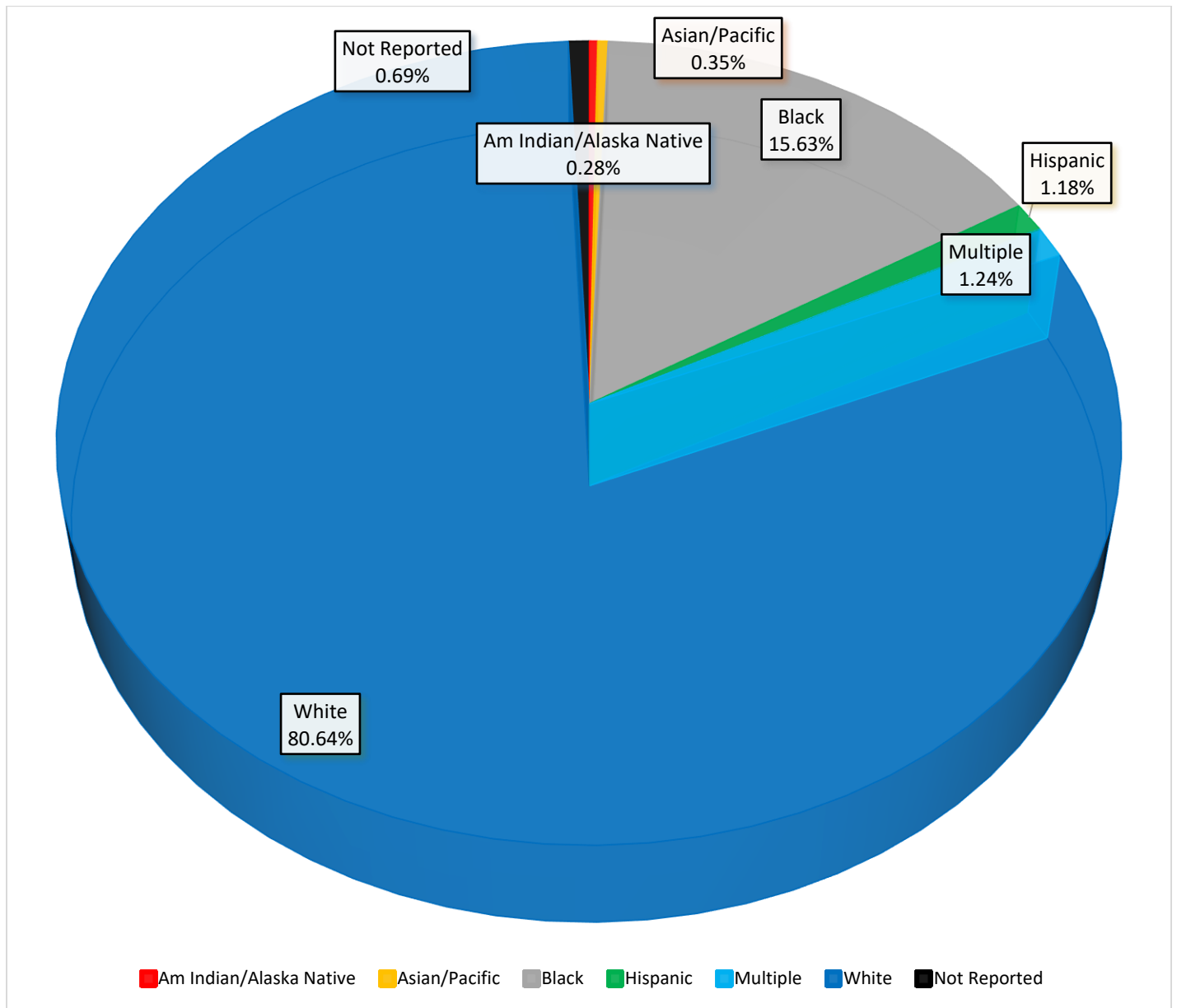


Table 25
2019-2020 Completers by Ethnicity-Traditional Preparation

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	7	0	0	4	0	11
BU	0	0	0	0	0	4	0	4
BMC	0	0	0	2	1	36	0	39
DSU	0	0	6	0	0	72	0	78
JSU	0	0	20	0	0	4	0	24
MIL	0	1	1	0	0	5	0	7
MC	0	0	4	0	0	53	1	58
MSU	0	1	15	3	7	242	3	271
MUW	0	0	13	0	0	21	0	34
MVSU	0	0	0	1	0	1	0	2
RC	0	0	0	0	0	0	0	0
TC	0	0	0	0	0	0	0	0
UM	1	1	8	4	3	250	0	267
USM	1	1	20	3	3	173	0	201
WCU	0	0	2	0	0	47	0	49
Total	2	4	96	13	14	912	4	1045

Table 26
2019-2020 Completer Candidate by Ethnicity-Alternate Route Preparation

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	1	0	0	1	0	2
BU	2	0	35	0	0	19	4	60
BMC	NA	NA	NA	NA	NA	NA	NA	NA
DSU	0	1	5	0	0	5	1	12
JSU	0	0	32	0	0	2	0	34
MIL	NA	NA	NA	NA	NA	NA	NA	NA
MC	0	0	2	0	0	10	0	12
MSU	0	0	9	1	1	47	0	58
MUW	0	0	0	0	0	2	0	2
MVSU	0	0	5	0	0	1	0	6
RC	NA	NA	NA	NA	NA	NA	NA	NA
TC	0	0	0	0	0	0	0	0
UM	0	0	4	0	1	37	0	42
USM	0	0	0	0	0	13	0	13
WCU	0	0	37	3	2	117	1	160
Total	2	1	130	4	4	254	6	401

Completer Candidate Data by Area of Licensure

The following tables show the areas of licensure for completers from the public EPPs. Traditional preparation and alternate route preparation programs are represented. The program with the greatest percentage of candidates completing was Elementary Education K-6 (n=549) followed by English 7-12 (n=97).

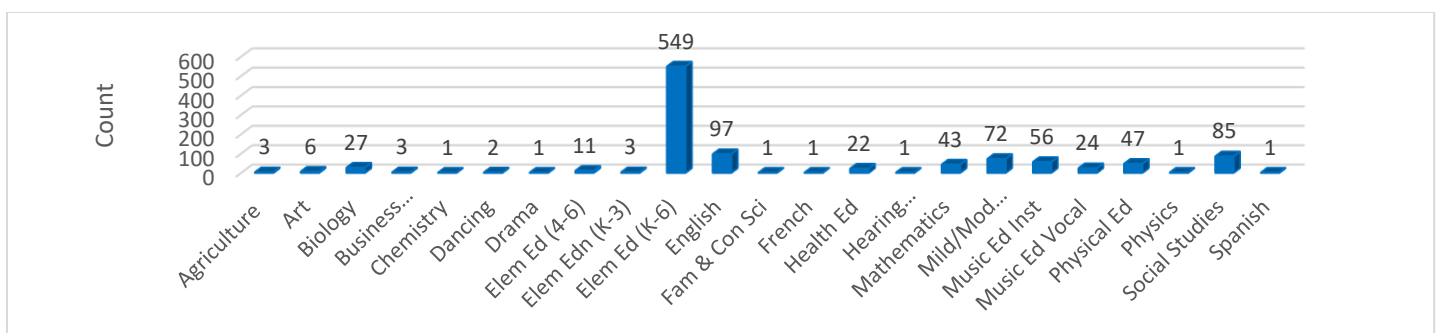
Table 27

2019-2020 Completer Candidates-Public EPPs by Area of Licensure

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Agriculture 7-12	0	0	0	3	0	0	0	0	3	0.28%
Art K-12	0	4	0	0	2	0	0	0	6	0.57%
Biology 7-12	1	3	1	6	1	2	8	5	27	2.55%
Business Education 7-12	0	0	0	0	1	0	2	0	3	0.28%
Chemistry 7-12	0	0	0	0	0	0	1	0	1	0.09%
Dancing K-12 Performing	0	0	0	0	0	0	0	2	2	0.19%
Drama K-12 Performing	0	0	0	0	1	0	0	0	1	0.09%
Elementary Education 4-6	1	6	4	0	0	0	0	0	11	1.04%
Elementary Education K-3	0	0	0	3	0	0	0	0	3	0.28%
Elementary Education K-6	3	51	18	153	28	0	179	117	549	51.94%
English 7-12	1	2	2	31	3	2	43	13	97	9.18%
Fam & Consumer Sci 7-12	0	0	0	1	0	0	0	0	1	0.09%
French K-12	0	0	0	0	0	0	1	0	1	0.09%
Health Education K-12	1	0	21	0	0	0	0	0	22	2.08%
Hearing Disability K-12	0	0	0	0	0	0	0	1	1	0.09%
Mathematics 7-12	0	2	2	14	0	1	19	5	43	4.07%
Mild/Mod Disability K-12	0	0	1	47	0	0	12	12	72	6.81%
Music Ed Instr K-12	2	9	3	14	0	0	13	15	56	5.30%
Music Ed Vocal K-12	0	2	0	7	0	0	6	9	24	2.27%
Physical Education K-12	2	6	2	22	0	3	0	12	47	4.45%
Physics 7-12	0	0	0	1	0	0	0	0	1	0.09%
Social Studies 7-12	2	5	4	27	0	0	24	23	85	8.04%
Spanish K-12	0	0	0	0	0	0	1	0	1	0.09%
Total	11	78	24	271	34	2	267	201	1057	100%

Figure 26

2019-2020 Completer Candidates-Public EPPs by Area of Licensure

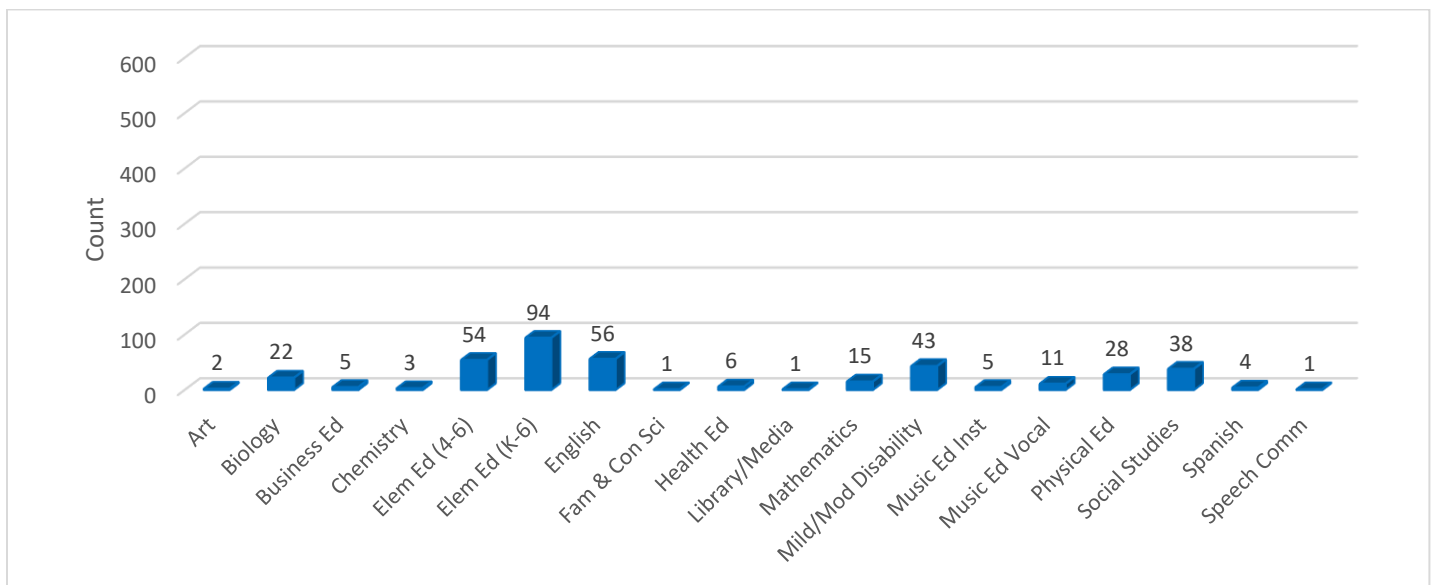


The following tables show the areas of licensure for completers from the private EPPs for both traditional preparation and alternate route preparation programs. The program with the greatest percentage of candidates completing was Elementary Education K-6 (n=94) followed by English (n=56).

Table 28
2019-2020 Completer Candidates-Private EPPs by Area of Licensure

Area of Licensure	BU	BMC	MC	MIL	RC	TC	WCU	Total	%
Art K-12	0	0	2	0	0	0	0	2	0.51%
Biology 7-12	3	1	3	1	0	0	14	22	5.66%
Business Education 7-12	3	0	0	0	0	0	2	5	1.29%
Chemistry 7-12	1	0	2	0	0	0	0	3	0.77%
Elementary Education 4-6	21	0	3	0	0	0	30	54	13.88%
Elementary Education K-6	4	22	23	4	0	0	41	94	24.16%
English 7-12	7	3	8	1	0	0	37	56	14.40%
Fam & Consumer Sci 7-12	1	0	0	0	0	0	0	1	0.26%
Health Education K-12	5	0	0	0	0	0	1	6	1.54%
Library/Media K-12	0	0	0	0	0	0	1	1	0.26%
Mathematics 7-12	1	2	4	0	0	0	8	15	3.86%
Mild/Mod Disability K-12	0	0	0	0	0	0	43	43	11.05%
Music Ed Instr K-12	0	1	4	0	0	0	0	5	1.29%
Music Ed Vocal K-12	0	0	10	0	0	0	1	11	2.83%
Physical Education K-12	7	4	3	0	0	0	14	28	7.20%
Social Studies 7-12	10	6	8	1	0	0	13	38	9.77%
Spanish K-12	1	0	0	0	0	0	3	4	1.03%
Speech Communication 7-12	0	0	0	0	0	0	1	1	0.26%
Total	64	39	70	7	0	0	209	389	100%

Figure 27
2019-2020 Completer Candidates-Private EPPs by Area of Licensure



The table below shows the number of all EPP completers by public and private for both the traditional preparation and alternate route preparation programs by area of licensure and compares each to the total percent prepared for all licensure areas.

Table 29
2019-2020 Completers by Area of Licensure-Public v. Private

Area of Licensure	Public	Private	Total	Percent
Agriculture 7-12	3	0	3	0.21%
Art K-12	6	2	8	0.55%
Biology 7-12	27	22	49	3.39%
Business Education 7-12	3	5	8	0.55%
Chemistry 7-12	1	3	4	0.28%
Dancing K-12 Performing	2	0	2	0.14%
Drama K-12 Performing	1	0	1	0.07%
Elementary Education 4-6	11	54	65	4.50%
Elementary Education K-3	3	0	3	0.21%
Elementary Education K-6	549	94	643	44.47%
English 7-12	97	56	153	10.58%
Family & Consumer Science 7-12	1	1	2	0.14%
French K-12	1	0	1	0.07%
Health Education K-12	22	6	28	1.94%
Hearing Disability K-12	1	0	1	0.07%
Library/Media K-12	0	1	1	0.07%
Mathematics 7-12	43	15	58	4.01%
Mild/Moderate Disability K-12	72	43	115	7.95%
Music Ed. Instrumental K-12	56	5	61	4.22%
Music Ed. Vocal K-12	24	11	35	2.42%
Physical Education K-12	47	28	75	5.19%
Physics 7-12	1	0	1	0.07%
Social Studies 7-12	85	38	123	8.51%
Spanish K-12	1	4	5	0.35%
Speech Communication 7-12	0	1	1	0.07%
Total	1057	389	1446	100%

Figure 28
2019-2020 Completers by Area of Licensure-Public v. Private

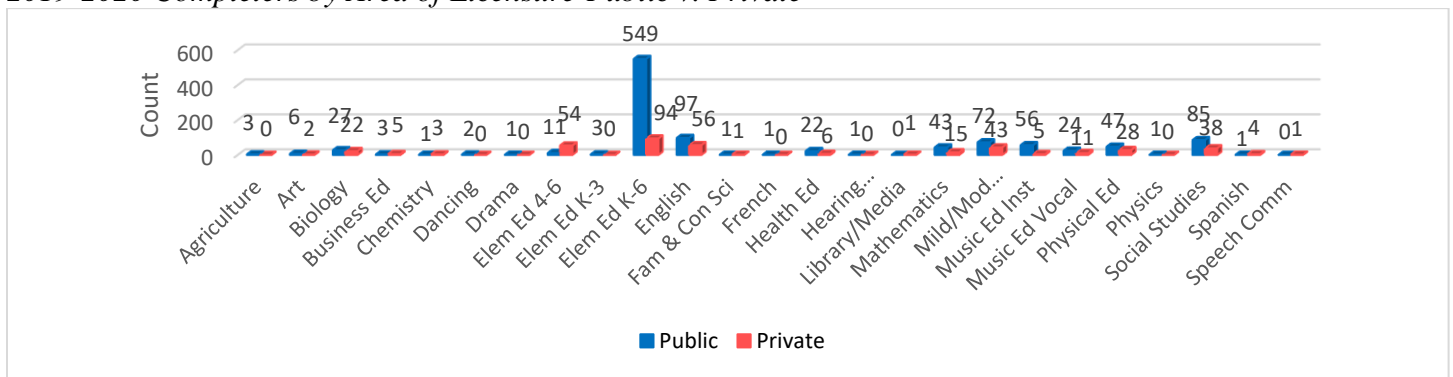
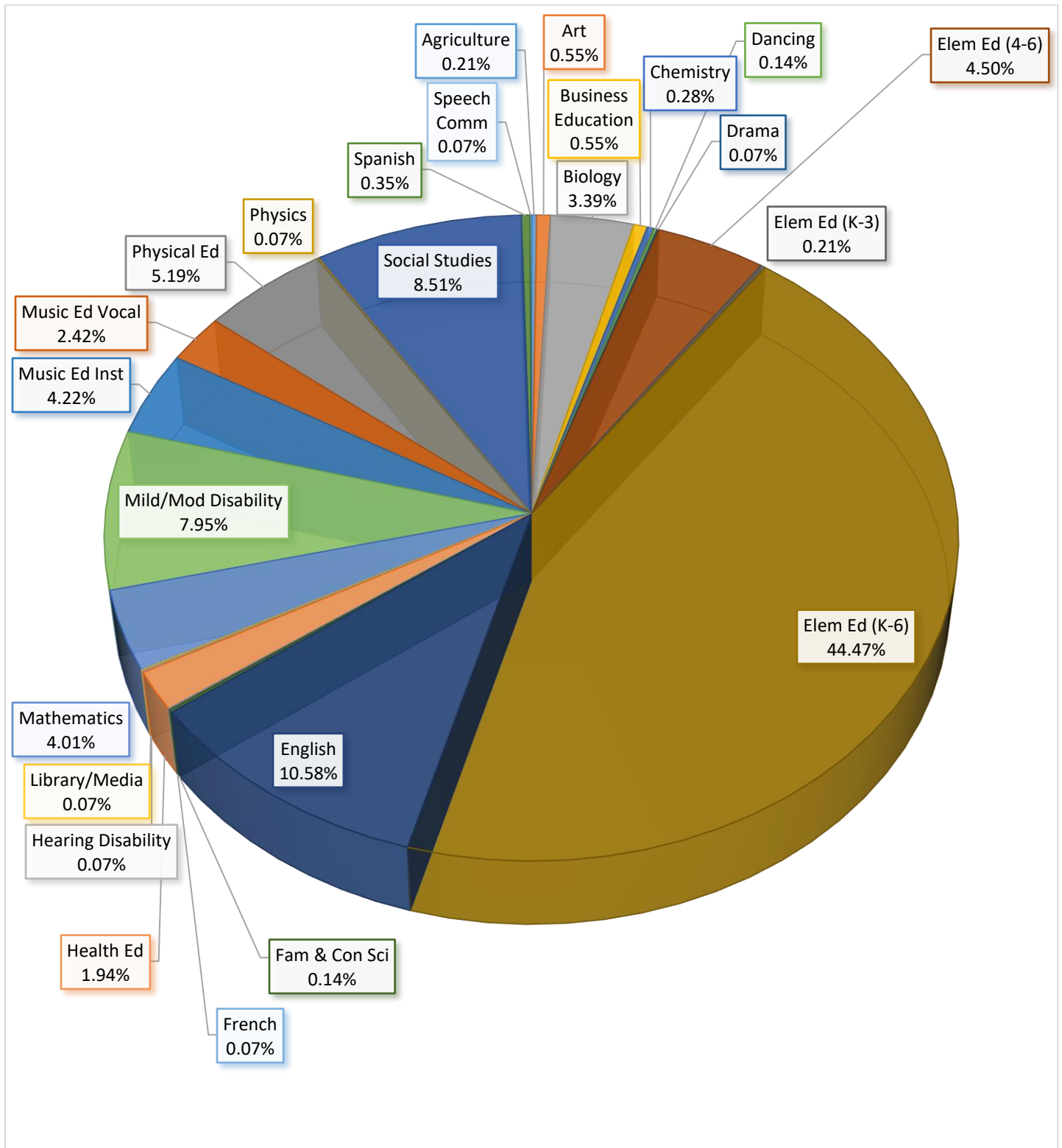


Figure 29
 2019-2020 Completers by Area of Licensure-Public and Private

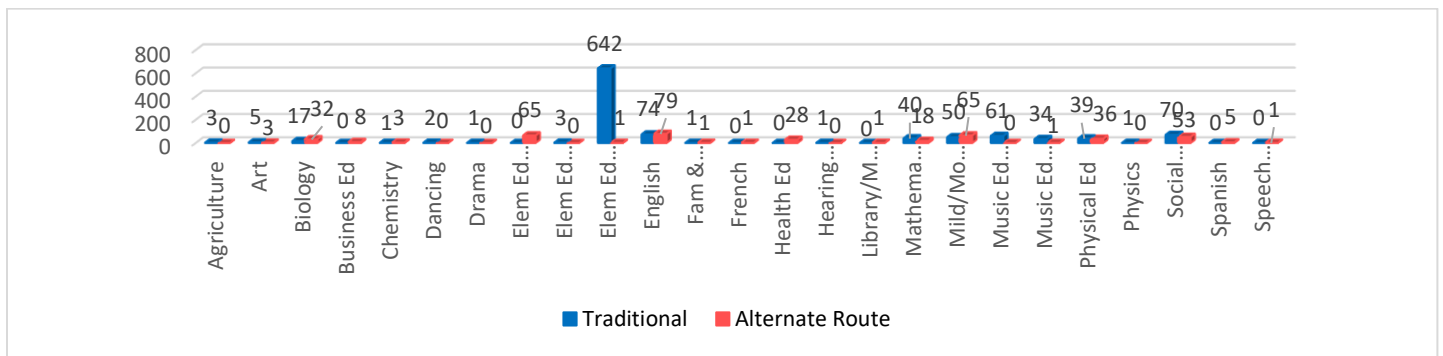


The table below shows the number of all EPP completers by traditional preparation and alternate route preparation programs for each area of licensure and compares each to the total percent prepared for all licensure areas.

Table 30
2019-2020 Completers by Area of Licensure-Traditional v. Alternate Route

Area of Licensure	Traditional	Alternate Route	Total	Percent
Agriculture 7-12	3	0	3	0.21%
Art K-12	5	3	8	0.55%
Biology 7-12	17	32	49	3.39%
Business Education 7-12	0	8	8	0.55%
Chemistry 7-12	1	3	4	0.28%
Dancing K-12 Performing	2	0	2	0.14%
Drama K-12 Performing	1	0	1	0.07%
Elementary Education 4-6	0	65	65	4.50%
Elementary Education K-3	3	0	3	0.21%
Elementary Education K-6	642	1	643	44.47%
English 7-12	74	79	153	10.58%
Family & Consumer Science 7-12	1	1	2	0.14%
French K-12	0	1	1	0.07%
Health Education K-12	0	28	28	1.94%
Hearing Disability K-12	1	0	1	0.07%
Library/Media K-12	0	1	1	0.07%
Mathematics 7-12	40	18	58	4.01%
Mild/Moderate Disability K-12	50	65	115	7.95%
Music Ed. Instrumental K-12	61	0	61	4.22%
Music Ed. Vocal K-12	34	1	35	2.42%
Physical Education K-12	39	36	75	5.19%
Physics 7-12	1	0	1	0.07%
Social Studies 7-12	70	53	123	8.51%
Spanish K-12	0	5	5	0.35%
Speech Communication 7-12	0	1	1	0.07%
Total	1045	401	1446	100%

Figure 30
2019-2020 Completer by Area of Licensure-Traditional v. Alternate Route



SECTION IV. Data for Teach Mississippi Institute (TMI)

The University of Mississippi's Division of Outreach and Continuing Education

Under §37-3-2 beginning January 1, 2004, the legislature enacted the Teach Mississippi Institute (TMI) program for the preparation of nontraditional teachers to teach students in Grades 7 through 12. The TMI was legislated and implemented as a pilot program and requires an eight-week clinical experience in education and preparation in effective teaching strategies, classroom management, state curriculum requirements, planning and instruction, instructional methods and pedagogy, use of test results to improve instruction, and a one-semester supervised internship to be completed while the teacher is employed as a full-time teacher of record. The statute states that the program is to be offered at up to four locations in the state. Of the EPPs chosen, the TMI program at The University of Mississippi is the only non-credit certification program (no college credit is awarded for the course completion). The TMI program at UM is a 13-week online program and operates within the Division of Outreach and Continuing Education and not the School of Education.

Table 31

2019-2020 Admitted TMI Characteristics

Admitted Candidates	Count/Average
Admitted to TMI	163
Total Enrollment	Not Reported
Admittance GPA Average	3.34
Admittance ACT Average	23.67
Admittance SAT Average	1170.00
Admittance Praxis CORE Reading Average	172.65
Admittance Praxis CORE Writing Average	166.76
Admittance Praxis CORE Math Average	157.49

163
Admitted to
TMI

Admitted Candidate Data by Gender and Ethnicity

In 2019-2020, the number of admitted candidates totaled 163. TMI admitted candidate data were collected for the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific
- Black
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure show data provided for the above listed gender and ethnic groups.

Table 32
2019-2020 Admitted TMI Ethnicity / Gender Data

	Female	Male
Am Indian/AL Native	0	0
Asian/Pac Islander	2	0
Black	35	4
Hispanic	1	2
White	85	31
Multiple	2	1
Total	125	38

Figure 31
2019-2020 Admitted TMI Gender Data

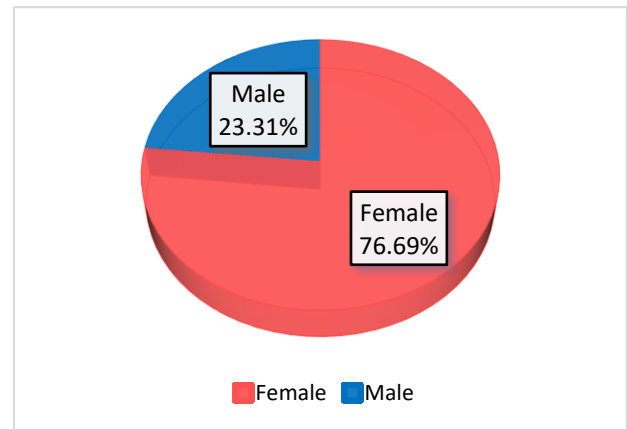
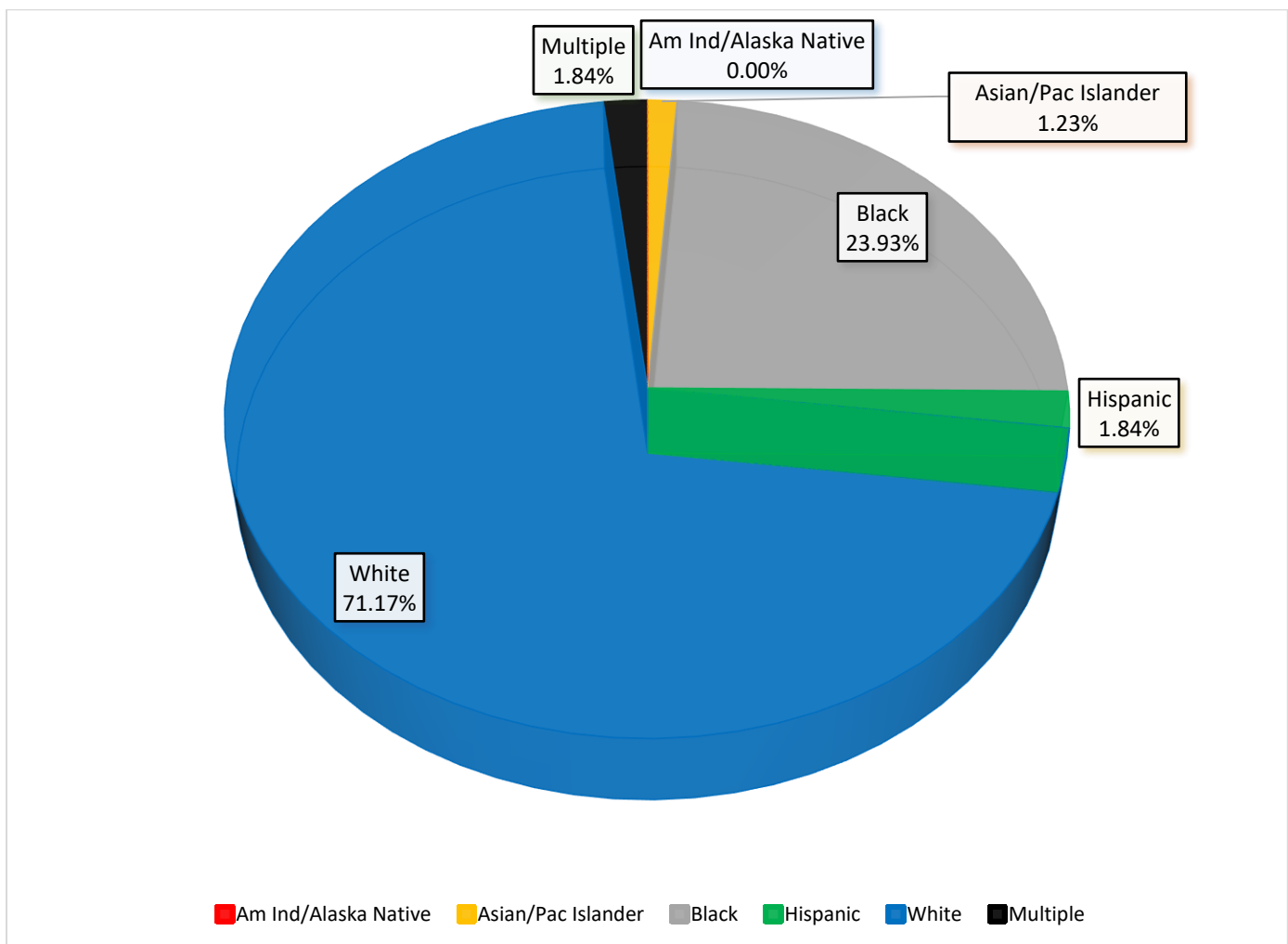


Figure 32
2019-2020 Admitted TMI Ethnicity Data



The following table shows the areas of licensure for the admitted candidates in the TMI program. The largest licensure area was the Mild/Moderate Disability (K-12) program with 163 candidates.

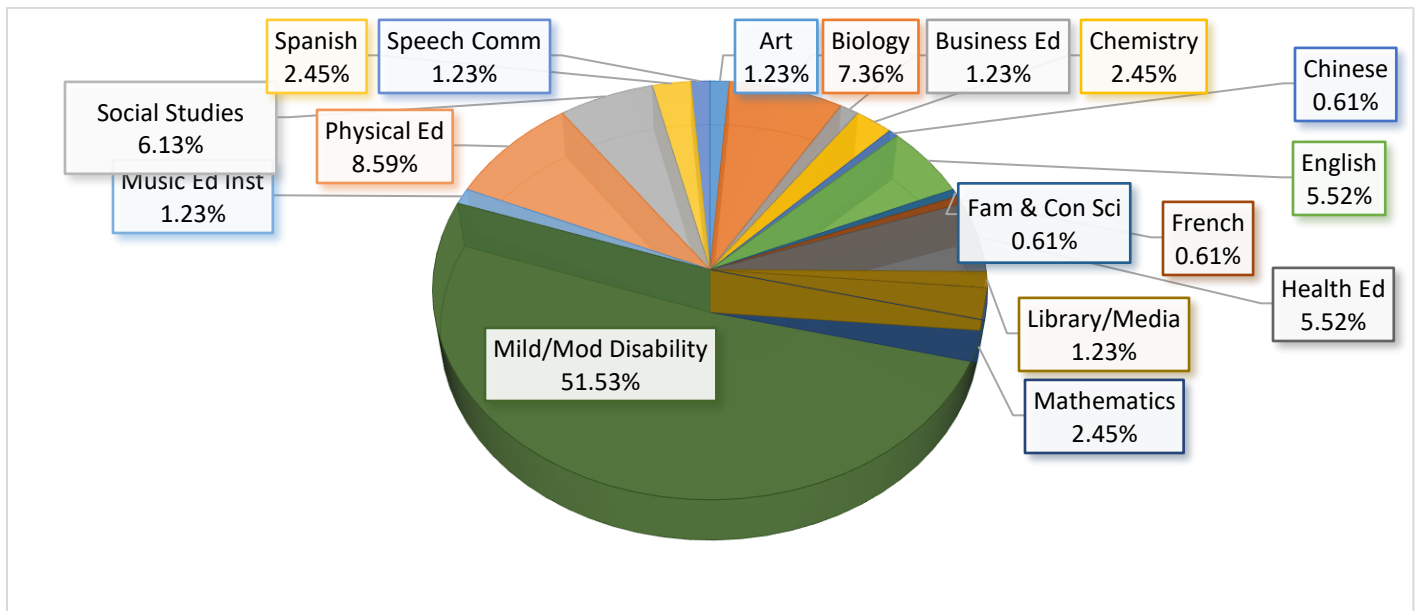
Table 33

2019-2020 Admitted Area of Licensure

Area of Licensure	Total
Art K-12	2
Biology 7-12	12
Business Education 7-12	2
Chemistry 7-12	4
Chinese K-12	1
English 7-12	9
Family & Consumer Science	1
French K-12	1
Health Education K-12	9
Library/Media K-12	2
Mathematics 7-12	4
Mild/Moderate Disability K-12	84
Music Education Instrumental K-12	2
Physical Education K-12	14
Social Studies 7-12	10
Spanish K-12	4
Speech Communication 7-12	2
Total	163

Figure 33

2019-2020 Admitted TMI Area of Licensure



TMI Completers

There are two phases to the TMI program. Phase I consists of coursework and passing the Praxis II Content Knowledge exam. Phase II consists of coursework and an internship which is the first year of teaching as the teacher of record. Phase II is completed at the end of a full year of teaching and completers earn a standard five-year renewable Mississippi teacher’s license. During the 2019-2020 academic year, the total number of TMI completers was 163.

Table 34
2019-2020 Completer TMI Characteristics

Completer Candidates	Total/Average
Completed TMI	163
Total Enrollment	Not Reported
Completer GPA Average (non-credit hour)	Pass
Praxis Content Knowledge Test Pass Rate	100%
TIAI Summative Evaluation Average	Not Reported
Professional Disposition Evaluation Average	Not Reported

163
TMI
Completers

Completer Candidate Data by Gender and Ethnicity

In 2019-2020, the number of completer candidates totaled 163. Data for completer candidates were collected from the following ethnic categories:

- American Indian/Alaskan Native
- Asian/Pacific
- Black
- Hispanic
- Multiple
- White
- Not Reported

The following table and figure show data provided for the above listed gender and ethnic groups.

Table 35
2019-2020 Completer TMI Ethnicity / Gender Data

	Female	Male
Am Indian/AL Native	0	0
Asian/Pac Islander	2	0
Black	35	4
Hispanic	1	2
Multiple	2	1
White	85	31
Not Reported	0	0
Total	125	38

Figure 34
2019-2020 Completer TMI Gender Data

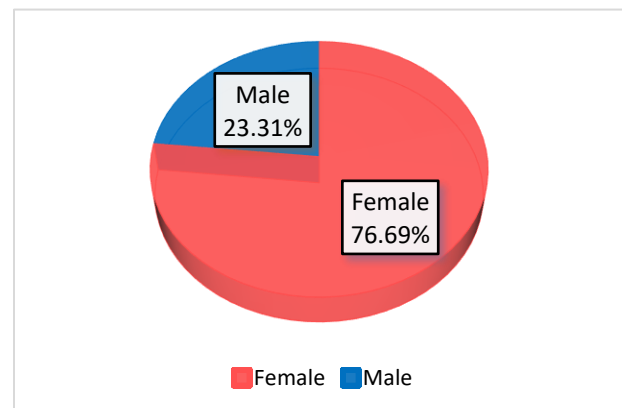
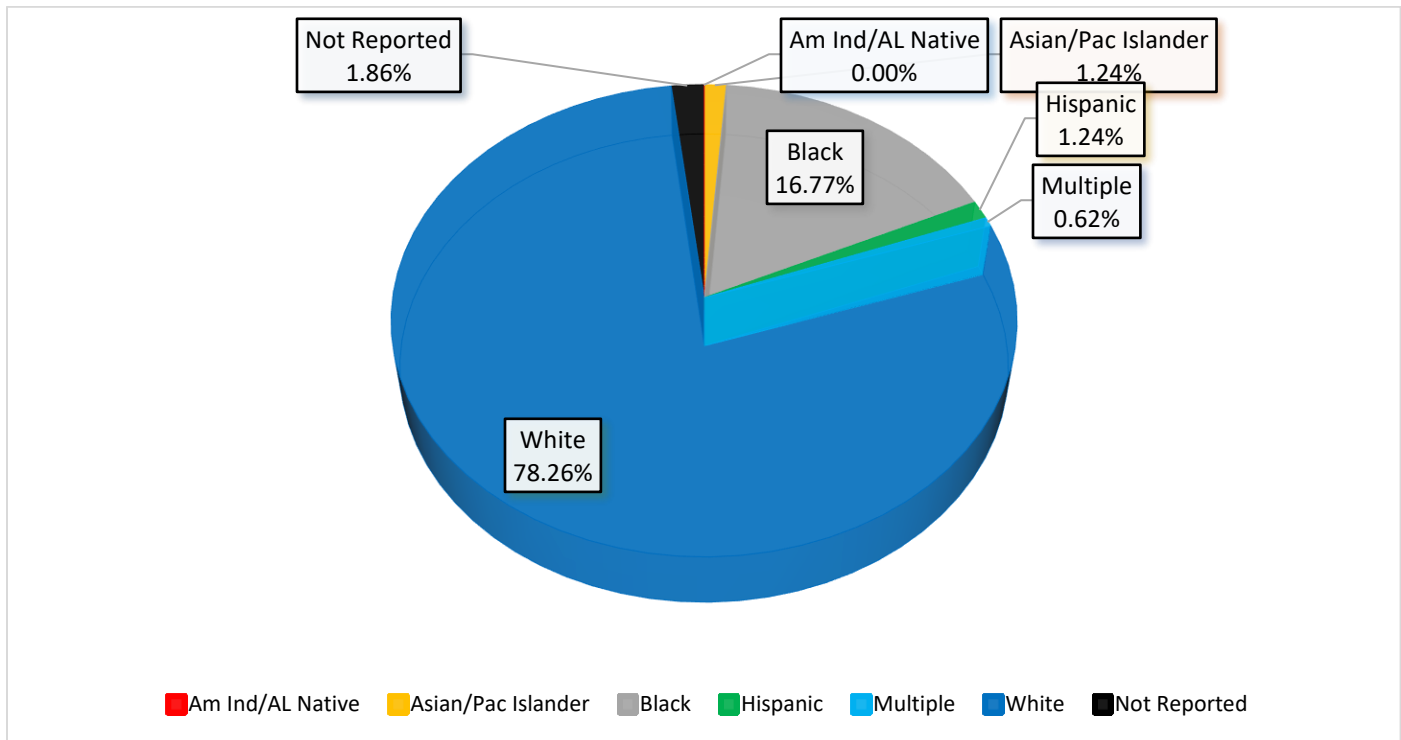


Figure 35
 2019-2020 Completer TMI Ethnicity Data

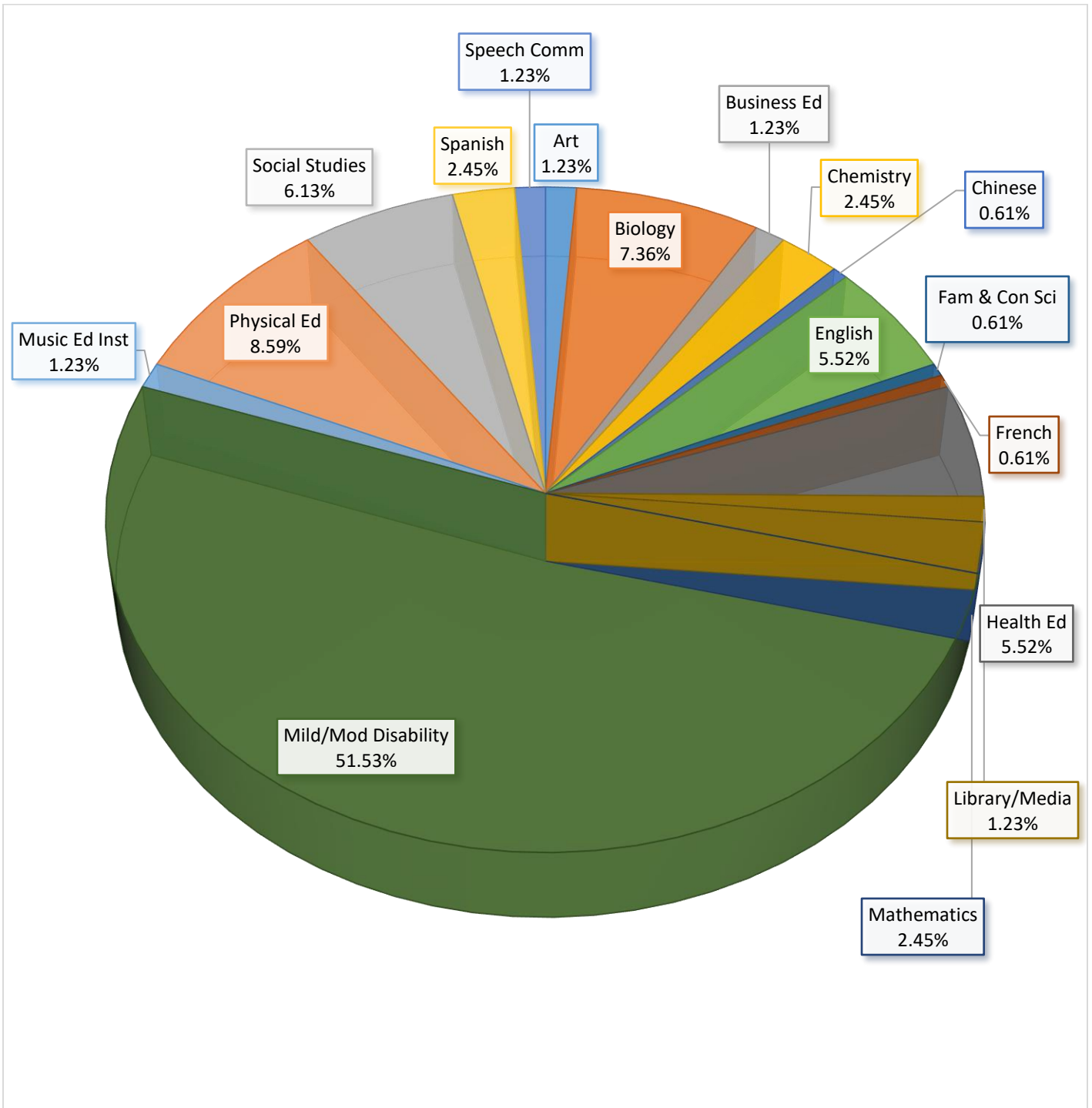


The following table shows the different areas of licensure for the completer candidates in the TMI program. The largest area of licensure was the Mild/Moderate Disability (K-12) program with 84 candidates.

Table 36
 2019-2020 Completers by Area of Licensure

Area of Licensure	Total
Art K-12	2
Biology 7-12	12
Business Education 7-12	2
Chemistry 7-12	4
Chinese K-12	1
English 7-12	9
French K-12	1
Health Education K-12	9
Library/Media K-12	2
Mathematics 7-12	4
Mild/Moderate Disability K-12	84
Music Education Instrumental K-12	2
Physical Education K-12	14
Social Studies 7-12	10
Spanish K-12	4
Speech Communications 7-12	2

Figure 36
 2019-2020 Completers by Area of Licensure



SECTION V. Four-Year Trend Data

The following three figures represent the past four years of trend data at the initial licensure level. Declines in the 2017-2018 academic year may be a result of a tornado that passed through the Hattiesburg and Petal areas and severely damaged the campus of William Carey University on January 21, 2017. In addition, legislative budget cuts markedly reduced state allocations to community colleges and universities in response to a stagnant economy and decreased revenue from taxation. Gains in admission during the 2019-2020 academic year are a result of COVID-19 and the test waivers.

Figure 37
Admit Four-Year Trend

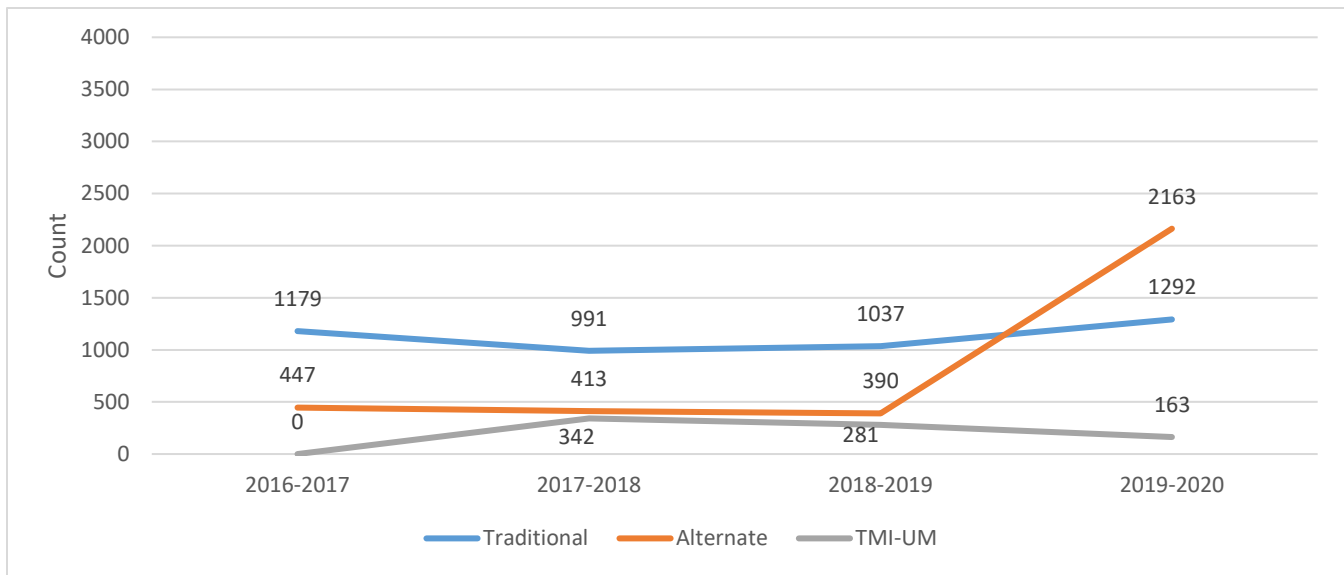
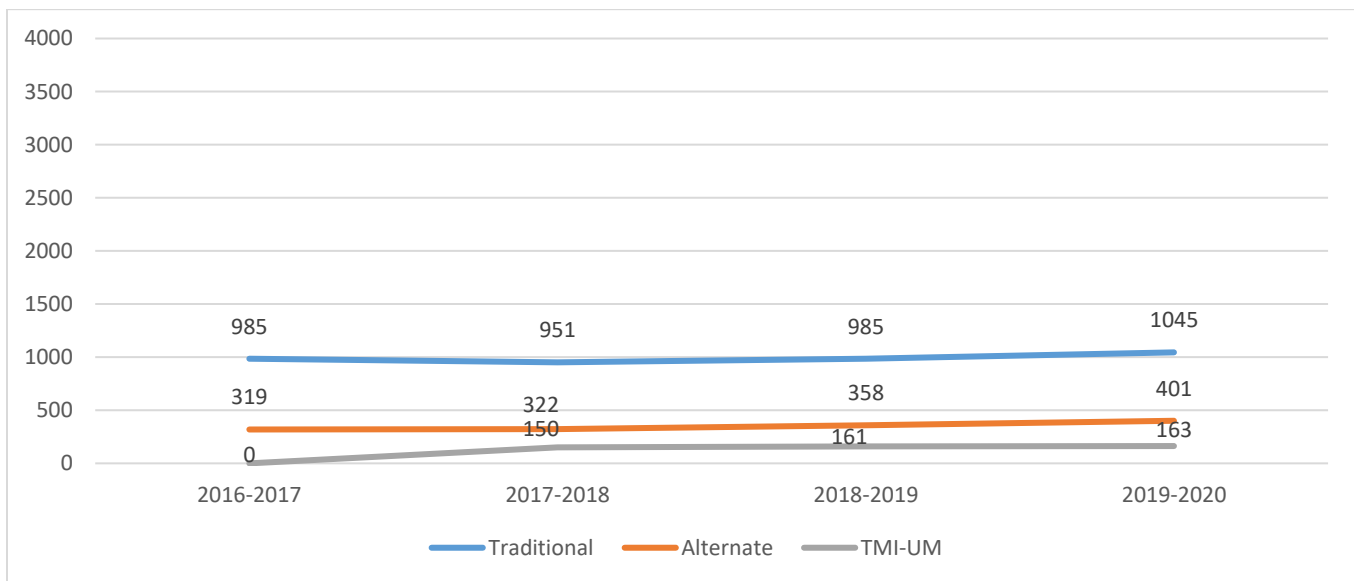


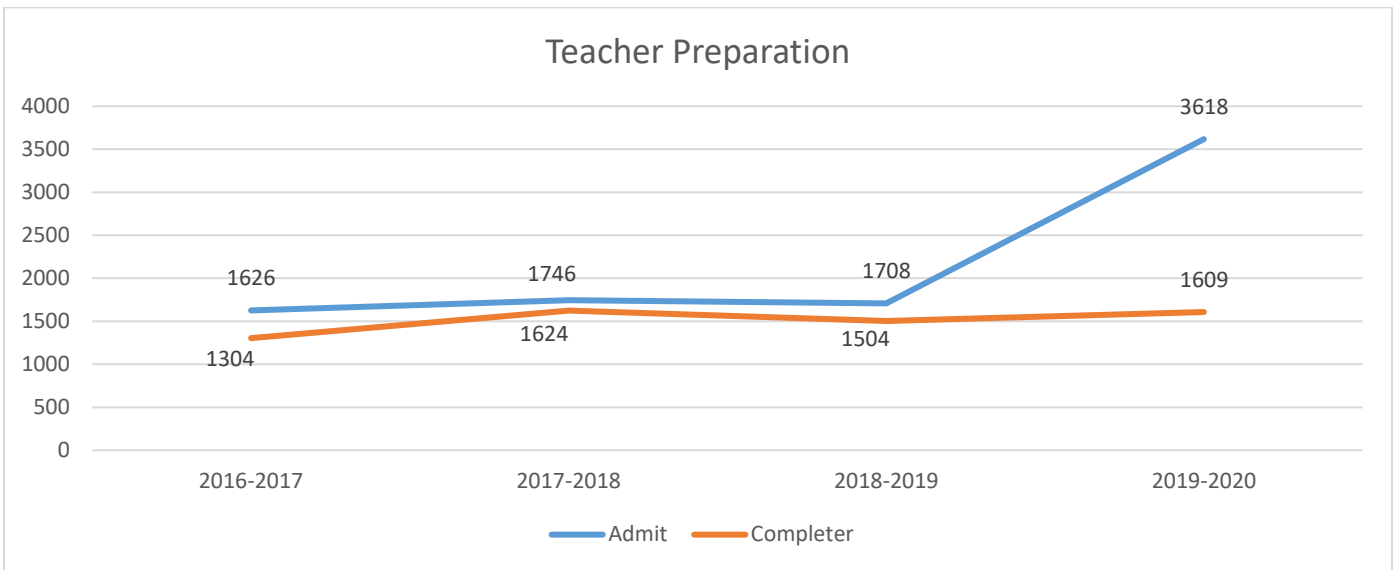
Figure 38
Completer Four-Year Trend



The figure below includes the TMI at UM in the admit and completer totals.

Figure 39

Admit/Completer Comparison



SECTION VI. Critical Shortage Areas

Using the MDE’s adopted formula, the following subject areas were deemed critical shortage subjects.

- Math
- Science
- Special Education
- World Language

The following information indicates the number and percentage of admitted candidates in critical shortage subject areas at public and private EPPs.

A total of 583 candidates were admitted into programs that were designated as critical shortage areas, with 289 from public EPPs and 294 from private EPPs during 2019-2020.

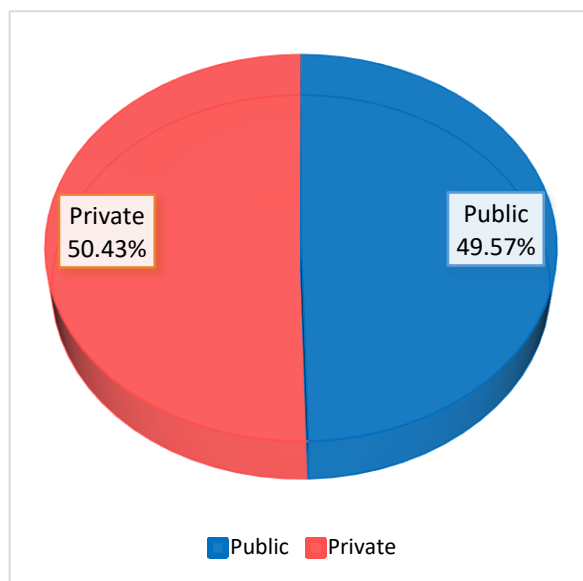
Admitted Candidates in Critical Shortage Subjects-Public v. Private

The following information shows the designated critical shortage subjects in comparison of public and private EPPs and the candidates that were admitted into the program. The data show that 50.43% of admitted candidates were from private EPPs (N=294), while 49.57% were from public EPPs (N=289). Of the critical shortage subjects that were designated, Biology had the most admitted candidates (N=232).

Table 37
2019-2020 Admitted Critical Shortage

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	86	146	232
Chemistry (7-12)	4	9	13
Physics (7-12)	3	0	3
Mathematics			
Mathematics (7-12)	57	38	95
Special Education			
Mild/Moderate Disability (K-12)	131	88	219
World Languages			
French (K-12)	0	0	0
Spanish (K-12)	8	13	21
Total	289	294	583

Figure 40
2019-2020 Admitted Critical Shortage



Admitted Candidates in Critical Shortage Subjects-Traditional v. Alternate Route

The following information shows a comparison of the designated critical shortage subjects by candidates admitted in both traditional preparation and alternate route preparation programs. The data show that 54.42% (n=123) of admitted candidates were enrolled in an alternate route program, while 45.58% (n=103) were admitted in a traditional program. Of the critical shortage subjects that were designated, Special Education had the most admitted candidates.

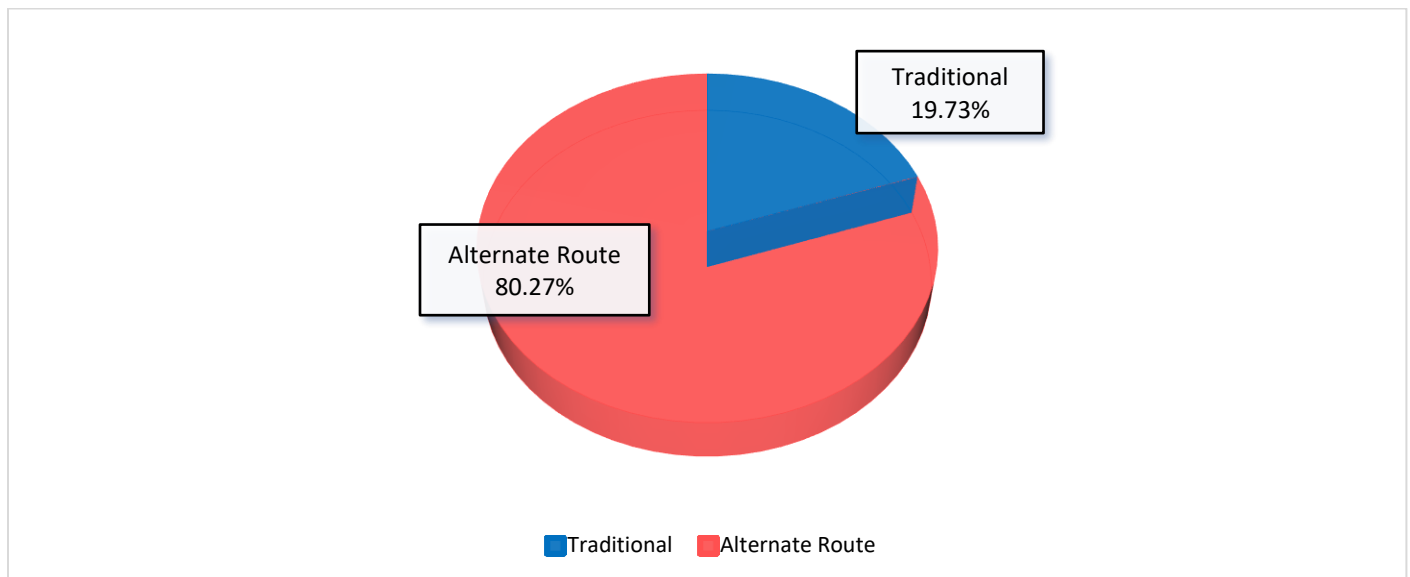
Table 38
2019-2020 Admitted Critical Shortage-Traditional v. Alternate Route

Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	24	208	232
Chemistry (7-12)	0	13	13
Physics (7-12)	3	0	3
Mathematics			
Mathematics (7-12)	32	63	95
Special Education			
Mild/Moderate Disability (K-12)	53	166	219
World Languages			
French (K-12)	0	0	0
Spanish (K-12)	3	18	21
Total	115	468	583

80%
Alternate
Route
Preparation

20%
Traditional
Preparation

Figure 41
2019-2020 Admitted Critical Shortage Subjects-Traditional v. Alternate Route



Completer Candidates in Critical Shortage Subjects-Private v. Public

The following information represents the number and percentage of completers in critical shortage subject areas for public and private EPPs.

The MDE designated the following critical shortage subjects to be considered, as part of needed subject areas for the state.

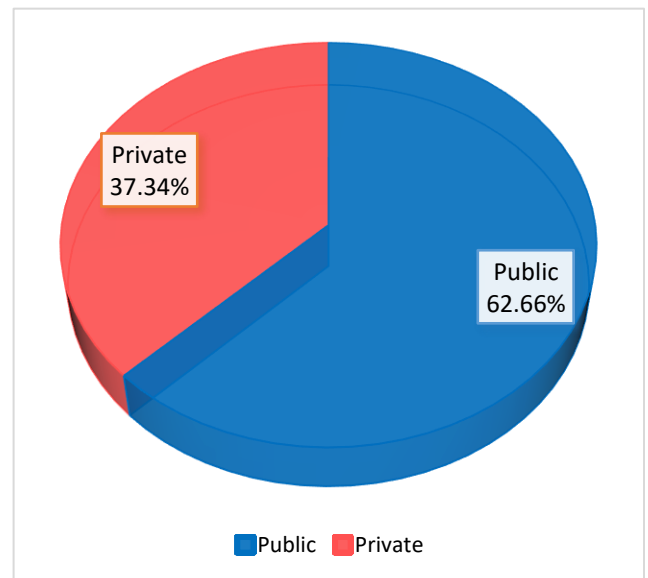
- Math
- Science
- Special Education
- World Language

A total of 233 candidates completed programs that were designated as critical shortage subject areas with 146 from public EPPs and 87 from private EPPs.

Table 39
2019-2020 Completer Critical Shortage-Private v. Public

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	27	22	49
Chemistry (7-12)	1	3	4
Physics (7-12)	1	0	1
Mathematics			
Mathematics (7-12)	43	15	58
Special Education			
Mild/Moderate Disability (K-12)	72	43	115
World Languages			
French (K-12)	1	0	1
Spanish (K-12)	1	4	5
Total	146	87	233

Figure 42
2019-2020 Completer Critical Shortage-Private v. Public



Completer Candidates in Critical Shortage Subjects-Traditional v. Alternate

The following information represents the designated critical shortage subjects in comparison of traditional route and alternate route and the candidates that completed EPP programs. The data show that 46.78% (n=109) of completer candidates were by a traditional program, while 53.22% (n=124) completer candidates were from an alternate route program. Of the critical shortage subjects that were designated, Special Education has the greatest number of completer candidates.

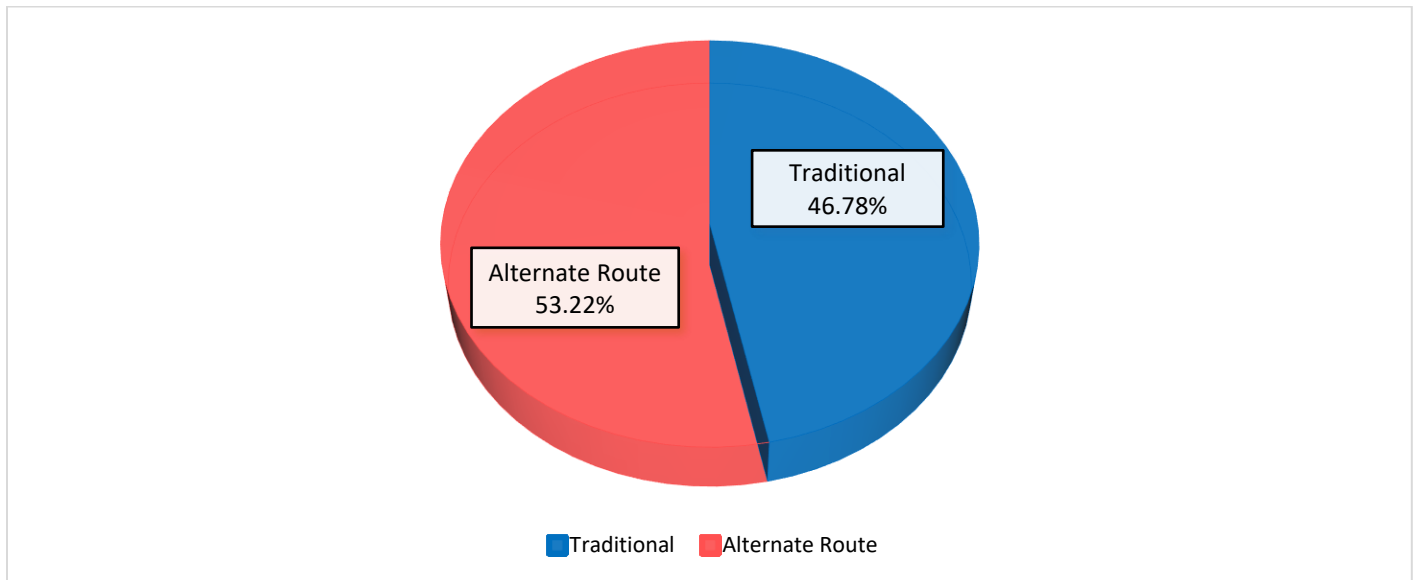
Table 40
2019-2020 Completer Critical Shortage-Traditional v. Alternate

Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	17	32	49
Chemistry (7-12)	1	3	4
Physics (7-12)	1	0	1
Mathematics			
Mathematics (7-12)	40	18	58
Special Education			
Mild/Moderate Disability (K-12)	50	65	115
World Languages			
French (K-12)	0	1	1
Spanish (K-12)	0	5	5
Total	109	124	233

47%
Traditional Preparation

53%
Alternate Route Preparation

Figure 43
2019-2020 Completer Critical Shortage-Traditional v. Alternate



SECTION VII: Individual EPP Data



Table 41
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	30	103
Total Enrollment	47	115
Admitted by COVID Test Waiver	14	103
Admittance Core Hours Average	43.33	NA
Admittance GPA Average	3.49	3.25
Admittance ACT Average	23.07	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	170.00	NA
Admittance Praxis CORE Writing Average	148.00	NA
Admittance Praxis CORE Math Average	164.00	NA
Completer Data		
Completed Teacher Education	11	2
Completer GPA Average	3.55	■
Clinical Hrs. Completed (obv/pract) Average	53.18	NA
Student Teaching Hours Average	560.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.22	■
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.24	■
Disposition (Summative) (0.00-3.00) Average	2.25	■
Foundation of Reading Score (090) Average	231.33	■
Foundations of Reading Average Number of Attempts	1.00	■
Praxis Content Knowledge Average Number of Attempts	2.20	■
Praxis PLT Average Number of Attempts	1.40	■

Table 42
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	23	7	30
Alternate	83	20	103
Completers			
Traditional	6	2	8
Alternate	0	5	5

Table 43
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	28	0	0	2	0	30
Alternate	0	0	102	0	0	1	0	103
Completers								
Traditional	0	0	7	0	0	4	0	11
Alternate	0	0	1	0	0	1	0	2

Table 44
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	17	17
Business Education (7-12)	0	5	5
Chemistry (7-12)	0	2	2
Elementary Education (K-6)	19	0	19
English (7-12)	1	4	5
Health Education (K-12)	0	3	3
Mathematics (7-12)	1	6	7
Music Ed. Instrumental (K-12)	3	1	4
Music Ed. Vocal (K-12)	2	2	4
Physical Education (K-12)	3	13	16
Social Studies (7-12)	0	50	50
Completers			
Biology (7-12)	1	0	1
Elementary Education (4-6)	0	1	1
Elementary Education (K-6)	3	0	3
English (7-12)	1	0	1
Health Education (K-12)	0	1	1
Music Ed. Instrumental (K-12)	2	0	2
Physical Education (K-12)	2	0	2
Social Studies (7-12)	2	0	2

BELHAVEN UNIVERSITY

Table 45
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	7	714
Total Enrollment	21	749
Admitted by COVID Test Waiver	3	678
Admittance Core Hours Average	73.14	NA
Admittance GPA Average	3.40	3.11
Admittance ACT Average	24.50	22.69
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	168.00	175.48
Admittance Praxis CORE Writing Average	163.00	167.78
Admittance Praxis CORE Math Average	168.00	156.61
Completer Data		
Completed Teacher Education	4	60
Completer GPA Average	■	3.54
Clinical Hrs. Completed (obv/pract) Average	82.00	NA
Student Teaching Hours Average	490.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	■	NR
TIAI (Summative – fall 2019) (0.00-3.00) Average	■	NR
Disposition (Summative) (0.00-3.00) Average	■	NR
Foundation of Reading Score (090) Average	■	255.36
Foundations of Reading Average Number of Attempts	■	1.00
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis PLT Average Number of Attempts	■	NA

Table 46
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	6	1	7
Alternate	584	130	714
Completers			
Traditional	4	0	4
Alternate	42	18	60

Table 47
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	0	0	0	7	0	7
Alternate	1	1	608	0	0	53	51	714
Completers								
Traditional	0	0	0	0	0	4	0	4
Alternate	2	0	35	0	0	19	4	60

Table 48
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	20	20
Biology (7-12)	0	208	208
Business Education (7-12)	0	108	108
Career Pathway (7-12)	0	3	3
Chemistry (7-12)	0	13	13
Elementary Education (4-6)	0	62	61
Elementary Education (K-6)	6	1	7
English (7-12)	0	279	279
Family & Consumer Sci (7-12)	0	17	17
General Science (7-12)	0	1	1
Health Education (K-12)	0	62	62
Home Economics (7-12)	0	1	1
ICT (7-12)	0	1	1
Library/Media (K-12)	0	2	2
Mathematics (7-12)	0	63	63
Mild/Mod Disability (K-12)	0	166	166
Music Ed. Instrumental (K-12)	1	6	7
Music Ed. Vocal (K-12)	0	13	13
Music Ed. Performing (K-12)	0	6	6
Physical Education (K-12)	0	251	251
PreK-K	0	25	25
Psychology (7-12)	0	2	2
Social Studies (7-12)	0	692	692
Spanish (K-12)	0	18	18
Speech Communication (7-12)	0	10	10
Speech Correction (K-12)	0	2	2
No License Issued	0	131	131

Area of Licensure	Traditional	Alternate	Total
Completers			
Biology (7-12)	0	3	3
Business Education (7-12)	0	3	3
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	21	21
Elementary Education (K-6)	4	0	4
English (7-12)	0	7	7
Family & Consumer Sci (7-12)	0	1	1
Health Education (K-12)	0	5	5
Mathematics (7-12)	0	1	1
Physical Education (K-12)	0	7	7
Social Studies (7-12)	0	10	10
Spanish (K-12)	0	1	1



Table 49
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	70	NA
Total Enrollment	NR	NA
Admitted by COVID Test Waiver	34	NA
Admittance Core Hours Average	54.52	NA
Admittance GPA Average	2.99	NA
Admittance ACT Average	22.79	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	165.67	NA
Admittance Praxis CORE Writing Average	164.33	NA
Admittance Praxis CORE Math Average	152.50	NA
Completer Data		
Completed Teacher Education	39	NA
Completer GPA Average	3.64	NA
Clinical Hrs. Completed (obv/pract) Average	134.62	NA
Student Teaching Hours Average	557.03	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.47	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.63	NA
Disposition (Summative) (0.00-3.00) Average	2.79	NA
Foundation of Reading Score (090) Average	247.55	NA
Foundations of Reading Average Number of Attempts	1.23	NA
Praxis Content Knowledge Average Number of Attempts	1.18	NA
Praxis PLT Average Number of Attempts	1.03	NA

Table 50
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	57	13	70
Alternate	NA	NA	NA
Completers			
Traditional	29	10	39
Alternate	NA	NA	NA

Table 51*2019-2020 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	13	2	0	55	0	70
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	0	2	1	36	0	39
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 52*2019-2020 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	46	NA	46
English (7-12)	5	NA	5
Music Ed. Instrumental (K-12)	2	NA	2
Music Ed. Vocal (K-12)	1	NA	1
Physical Education (K-12)	6	NA	6
Social Studies (7-12)	9	NA	9
Completers			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	22	NA	22
English (7-12)	3	NA	3
Mathematics (7-12)	2	NA	2
Music Ed. Instrumental (K-12)	1	NA	1
Physical Education (K-12)	4	NA	4
Social Studies (7-12)	6	NA	6

Table 53
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	90	21
Total Enrollment	246	91
Admitted by COVID Test Waiver	48	18
Admittance Core Hours Average	39.84	NA
Admittance GPA Average	3.34	3.44
Admittance ACT Average	23.20	30.00
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	174.67	182.00
Admittance Praxis CORE Writing Average	165.83	156.00
Admittance Praxis CORE Math Average	155.33	156.00
Completer Data		
Completed Teacher Education	78	12
Completer GPA Average	3.49	3.47
Clinical Hrs. Completed (obv/pract) Average	265.42	NA
Student Teaching Hours Average	720.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.52	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.59	2.70
Disposition (Summative) (0.00-3.00) Average	2.81	2.94
Foundation of Reading Score (090) Average	245.75	244.00
Foundations of Reading Average Number of Attempts	1.49	1.20
Praxis Content Knowledge Average Number of Attempts	1.10	NA
Praxis PLT Average Number of Attempts	1.09	NA

Table 54
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	70	20	90
Alternate	11	10	21
Completers			
Traditional	64	14	78
Alternate	11	1	12

Table 55
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	15	0	0	74	0	90
Alternate	0	0	12	1	0	5	3	21
Completers								
Traditional	0	0	6	0	0	72	0	78
Alternate	0	1	5	0	0	5	1	12

Table 56
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	1	1	2
Biology (7-12)	1	5	6
Elementary Education (K-6)	63	0	63
English (7-12)	2	1	3
Mathematics (7-12)	0	1	1
Music Ed. Instrumental (K-12)	7	0	7
Music Ed. Vocal (K-12)	3	0	3
Physical Education (K-12)	9	4	13
Social Studies (7-12)	4	0	4
Spanish (K-12)	0	1	1
Completers			
Art (K-12)	2	2	4
Biology (K-12)	2	1	3
Elementary Education (4-6)	0	6	6
Elementary Education (K-6)	51	0	51
English (7-12)	1	1	2
Mathematics (7-12)	2	0	2
Music Ed. Instrumental (K-12)	9	0	9
Music Ed. Vocal (K-12)	2	0	2
Physical Education (K-12)	5	1	6
Social Studies (7-12)	4	1	5



Table 57
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	13	210
Total Enrollment	87	652
Admitted by COVID Test Waiver	NA	181
Admittance Core Hours Average	99.85	NA
Admittance GPA Average	3.45	3.20
Admittance ACT Average	22.78	22.45
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	168.50	162.29
Admittance Praxis CORE Writing Average	160.50	165.71
Admittance Praxis CORE Math Average	166.50	150.00
Completer Data		
Completed Teacher Education	24	34
Completer GPA Average	3.52	3.71
Clinical Hrs. Completed (obv/pract) Average	120.00	NA
Student Teaching Hours Average	480.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	1.95	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.60	2.51
Disposition (Summative) (0.00-3.00) Average	2.83	2.48
Foundation of Reading Score (090) Average	241.61	250.50
Foundations of Reading Average Number of Attempts	1.67	1.00
Praxis Content Knowledge Average Number of Attempts	1.25	NA
Praxis PLT Average Number of Attempts	1.08	NA

Table 58
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	10	3	13
Alternate	167	43	210
Completers			
Traditional	18	6	24
Alternate	27	7	34

Table 59
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	12	0	0	1	0	13
Alternate	0	1	203	0	0	6	0	210
Completers								
Traditional	0	0	20	0	0	4	0	24
Alternate	0	0	32	0	0	2	0	34

Table 60
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	0	11	11
Business Education (7-12)	0	10	10
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	3	3
Elementary Education (K-3)	2	0	2
Elementary Education (K-6)	6	0	6
English (7-12)	0	14	14
Health Education (K-12)	0	17	17
Mathematics (7-12)	1	2	3
Mild/Mod Disability (K-12)	1	0	1
Music Ed. Instrumental (K-12)	2	2	4
Physical Education (K-12)	0	13	13
Physics (7-12)	1	0	1
Social Studies (7-12)	0	137	137
Completers			
Biology (7-12)	0	1	1
Elementary Education (4-6)	0	4	4
Elementary Education (K-6)	18	0	18
English (7-12)	0	2	2
Health Education (K-12)	0	21	21
Mathematics (7-12)	0	2	2
Mild/Mod Disability (K-12)	1	0	1
Music Ed. Instrumental (K-12)	3	0	3
Physical Education (K-12)	0	2	2
Social Studies (7-12)	2	2	4

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Table 61
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	7	NA
Total Enrollment	17	NA
Admitted by COVID Test Waiver	7	NA
Admittance Core Hours Average	61.57	NA
Admittance GPA Average	3.12	NA
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	7	NA
Completer GPA Average	3.59	NA
Clinical Hrs. Completed (obv/pract) Average	84.57	NA
Student Teaching Hours Average	491.43	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.71	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.98	NA
Disposition (Summative) (0.00-3.00) Average	2.96	NA
Foundation of Reading Score (090) Average	255.67	NA
Foundations of Reading Average Number of Attempts	1.00	NA
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis PLT Average Number of Attempts	1.00	NA

Table 62
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	6	1	7
Alternate	NA	NA	NA
Completers			
Traditional	6	1	7
Alternate	NA	NA	NA

Table 63
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	1	1	0	4	0	7
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	1	1	0	0	5	0	7
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 64
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	3	NA	3
Social Studies (7-12)	3	NA	3
Completers			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	4	NA	4
English (7-12)	1	NA	1
Social Studies (7-12)	1	NA	1



Table 65
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	60	49
Total Enrollment	255	48
Admitted by COVID Test Waiver	14	38
Admittance Core Hours Average	99.02	NA
Admittance GPA Average	3.40	3.21
Admittance ACT Average	24.86	22.86
Admittance SAT Average	1175.00	1360.00
Admittance Praxis CORE Reading Average	171.50	181.33
Admittance Praxis CORE Writing Average	163.50	174.33
Admittance Praxis CORE Math Average	163.75	176.00
Completer Data		
Completed Teacher Education	58	12
Completer GPA Average	3.58	3.39
Clinical Hrs. Completed (obv/pract) Average	108.93	NA
Student Teaching Hours Average	571.72	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.38	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.59	2.75
Disposition (Summative) (0.00-3.00) Average	2.69	2.83
Foundation of Reading Score (090) Average	241.50	252.67
Foundations of Reading Average Number of Attempts	1.13	1.00
Praxis Content Knowledge Average Number of Attempts	1.15	NA
Praxis PLT Average Number of Attempts	1.06	NA

Table 66
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	52	8	60
Alternate	34	15	49
Completers			
Traditional	43	15	58
Alternate	9	3	12

Table 67
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	2	5	1	0	52	0	60
Alternate	2	1	23	0	0	23	0	49
Completers								
Traditional	0	0	4	0	0	53	1	58
Alternate	0	0	2	0	0	10	0	12

Table 68
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	4	1	5
Biology (7-12)	1	6	7
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	5	5
Elementary Education (K-6)	41	0	41
English (7-12)	4	11	15
Mathematics (7-12)	1	1	2
Music Ed. Instrumental (K-12)	1	0	1
Music Ed. Vocal (K-12)	2	0	2
Physical Education (K-12)	3	6	9
Social Studies (7-12)	3	18	21
Completers			
Art (K-12)	1	1	2
Biology (7-12)	2	1	3
Chemistry (7-12)	1	1	2
Elementary Education (4-6)	0	3	3
Elementary Education (K-6)	23	0	23
English (7-12)	5	3	8
Mathematics (7-12)	3	1	4
Music Ed. Instrumental (K-12)	4	0	4
Music Ed. Vocal (K-12)	10	0	10
Physical Education (K-12)	2	1	3
Social Studies (7-12)	7	1	8



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Table 69
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	326	303
Total Enrollment	766	385
Admitted by COVID Test Waiver	37	257
Admittance Core Hours Average	45.71	NA
Admittance GPA Average	3.38	3.12
Admittance ACT Average	24.42	23.40
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	162.93	168.33
Admittance Praxis CORE Writing Average	160.67	167.83
Admittance Praxis CORE Math Average	151.71	160.50
Completer Data		
Completed Teacher Education	271	58
Completer GPA Average	3.53	3.68
Clinical Hrs. Completed (obv/pract) Average	156.79	NA
Student Teaching Hours Average	640.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.88	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.83	2.83
Disposition (Summative) (0.00-3.00) Average	2.92	2.93
Foundation of Reading Score (090) Average	237.26	NA
Foundations of Reading Average Number of Attempts	1.28	NA
Praxis Content Knowledge Average Number of Attempts	1.09	NA
Praxis PLT Average Number of Attempts	1.06	NA

Table 70
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	264	62	326
Alternate	223	80	303
Completers			
Traditional	224	47	271
Alternate	39	19	58

Table 71
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	1	1	39	7	0	278	0	326
Alternate	1	0	160	3	2	136	1	303
Completers								
Traditional	0	1	15	3	7	242	3	271
Alternate	0	0	9	1	1	47	0	58

Table 72
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	4	4
Biology (7-12)	8	16	24
Elementary Education (K-3)	16	0	16
Elementary Education (K-6)	180	0	180
English (7-12)	17	37	54
Mathematics (7-12)	12	8	20
Mild/Mod Disability (K-12)	28	78	106
Music Ed. Instrumental (K-12)	18	1	19
Music Ed. Vocal (K-12)	3	0	3
Physical Education (K-12)	19	42	61
Social Studies (7-12)	23	114	137
Spanish (K-12)	0	2	2
Completers			
Agriculture (7-12)	3	0	3
Biology (7-12)	4	2	6
Elementary Education (K-3)	3	0	3
Elementary Education (K-6)	153	0	153
English (7-12)	19	12	31
Family & Consumer Sci (7-12)	1	0	1
Mathematics (7-12)	13	1	14
Mild/Mod Disability (K-12)	25	22	27
Music Ed. Instrumental (K-12)	14	0	14
Music Ed. Vocal (K-12)	7	0	7
Physical Education (K-12)	13	9	22
Physics (7-12)	1	0	1
Social Studies (7-12)	15	12	27

Table 73
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	39	20
Total Enrollment	71	23
Admitted by COVID Test Waiver	26	8
Admittance Core Hours Average	110.28	NA
Admittance GPA Average	3.38	3.32
Admittance ACT Average	22.33	24.20
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	170.00	159.00
Admittance Praxis CORE Writing Average	167.00	136.00
Admittance Praxis CORE Math Average	160.50	135.00
Completer Data		
Completed Teacher Education	34	2
Completer GPA Average	3.50	■
Clinical Hrs. Completed (obv/pract) Average	140.59	NA
Student Teaching Hours Average	480.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.67	■
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.62	■
Disposition (Summative) (0.00-3.00) Average	2.97	■
Foundation of Reading Score (090) Average	235.00	■
Foundations of Reading Average Number of Attempts	1.00	■
Praxis Content Knowledge Average Number of Attempts	1.00	■
Praxis PLT Average Number of Attempts	1.00	■

Table 74
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	35	4	39
Alternate	17	3	20
Completers			
Traditional	33	1	34
Alternate	2	0	2

Table 75
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	15	0	0	24	0	39
Alternate	0	0	9	0	0	11	0	20
Completers								
Traditional	0	0	13	0	0	21	0	34
Alternate	0	0	0	0	0	2	0	2

Table 76
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	1	1
Biology (7-12)	1	1	2
Elementary Education (K-6)	35	0	35
English (7-12)	2	8	10
Health Education (K-12)	0	2	2
Mathematics (7-12)	0	1	1
Music Ed. Instrumental (K-12)	1	0	1
Physical Education (K-12)	0	2	2
Social Studies (7-12)	0	4	4
Spanish (K-12)	0	1	1
Completers			
Art (K-12)	2	0	2
Biology (7-12)	1	0	1
Business Education (7-12)	0	1	1
Drama (K-12)	1	0	1
Elementary Education (K-6)	28	0	28
English (7-12)	2	1	3



Table 77
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	11	51
Total Enrollment	NR	NR
Admitted by COVID Test Waiver	9	45
Admittance Core Hours Average	40.09	NA
Admittance GPA Average	3.16	3.29
Admittance ACT Average	21.00	24.20
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	190.00
Admittance Praxis CORE Writing Average	NA	166.00
Admittance Praxis CORE Math Average	NA	166.00
Completer Data		
Completed Teacher Education	2	6
Completer GPA Average	■	3.63
Clinical Hrs. Completed (obv/pract) Average	80.00	NA
Student Teaching Hours Average	640.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	■	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	■	2.17
Disposition (Summative) (0.00-3.00) Average	■	3.00
Foundation of Reading Score (090) Average	■	234.00
Foundations of Reading Average Number of Attempts	■	NR
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis PLT Average Number of Attempts	■	NA

Table 78
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	9	2	11
Alternate	36	15	51
Completers			
Traditional	1	1	2
Alternate	4	2	6

Table 79
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	11	0	0	0	0	11
Alternate	0	0	49	0	0	2	0	51
Completers								
Traditional	0	0	0	1	0	1	0	2
Alternate	0	0	5	0	0	1	0	6

Table 80
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	2	3
Elementary Education (K-6)	9	0	9
English (7-12)	0	4	4
Mathematics (7-12)	0	4	4
Music Ed. Instrumental (K-12)	0	1	1
Physical Education (K-12)	1	15	16
Social Studies (7-12)	0	25	25
Completers			
Biology (7-12)	0	2	2
English (7-12)	0	2	2
Mathematics (7-12)	0	1	1
Physical Education (K-12)	2	1	3



Table 81
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	0	NA
Total Enrollment	NR	NA
Admitted by COVID Test Waiver	NA	NA
Admittance Core Hours Average	NA	NA
Admittance GPA Average	NA	NA
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	0	NA
Completer GPA Average	NA	NA
Clinical Hrs. Completed (obv/pract) Average	NA	NA
Student Teaching Hours Average	NA	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	NA	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	NA	NA
Disposition (Summative) (0.00-3.00) Average	NA	NA
Foundation of Reading Score (090) Average	NA	NA
Foundations of Reading Average Number of Attempts	NA	NA
Praxis Content Knowledge Average Number of Attempts	NA	NA
Praxis PLT Average Number of Attempts	NA	NA

Table 82
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	0	0	0
Alternate	NA	NA	NA
Completers			
Traditional	0	0	0
Alternate	NA	NA	NA

Table 83
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	0	0	0	0	0	0
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	0	0	0	0	0	0
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 84
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits	0	NA	0
Completers	0	NA	0



Table 85
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	4	NA
Total Enrollment	NR	NA
Admitted by COVID Test Waiver	■	NA
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	NA
Admittance ACT Average	■	NA
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	NA
Admittance Praxis CORE Writing Average	■	NA
Admittance Praxis CORE Math Average	■	NA
Completer Data		
Completed Teacher Education	NA	NA
Completer GPA Average	NA	NA
Clinical Hrs. Completed (obv/pract) Average	NA	NA
Student Teaching Hours Average	NA	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	NA	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	NA	NA
Disposition (Summative) (0.00-3.00) Average	NA	NA
Foundation of Reading Score (090) Average	NA	NA
Foundations of Reading Average Number of Attempts	NA	NA
Praxis Content Knowledge Average Number of Attempts	NA	NA
Praxis PLT Average Number of Attempts	NA	NA

Table 86
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	3	1	4
Alternate	NA	NA	NA
Completers			
Traditional	0	0	0
Alternate	NA	NA	NA

Table 87
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	4	0	0	0	0	4
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	0	0	0	0	0	0
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 88
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Elementary Education (K-6)	4	NA	4
Completers			
	0	NA	0



Table 89
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	248	41
Total Enrollment	496	83
Admitted by COVID Test Waiver	34	19
Admittance Core Hours Average	45.69	NA
Admittance GPA Average	3.34	3.38
Admittance ACT Average	24.47	27.33
Admittance SAT Average	1098.57	1877.50
Admittance Praxis CORE Reading Average	170.00	NA
Admittance Praxis CORE Writing Average	166.40	NA
Admittance Praxis CORE Math Average	161.00	NA
Completer Data		
Completed Teacher Education	267	42
Completer GPA Average	3.53	3.82
Clinical Hrs. Completed (obv/pract) Average	243.56	NA
Student Teaching Hours Average	560.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.39	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	1.84	2.43
Disposition (Summative) (0.00-3.00) Average	2.79	2.28
Foundation of Reading Score (090) Average	243.98	NA
Foundations of Reading Average Number of Attempts	1.09	NA
Praxis Content Knowledge Average Number of Attempts	1.08	NA
Praxis PLT Average Number of Attempts	1.02	NA

Table 90
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	207	41	248
Alternate	26	15	41
Completers			
Traditional	229	38	267
Alternate	25	17	42

Table 91
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	26	4	0	218	0	248
Alternate	1	1	15	4	0	20	0	41
Completers								
Traditional	1	1	8	4	3	250	0	267
Alternate	0	0	4	0	1	37	0	42

Table 92
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	2	7	9
Elementary Education (K-6)	160	0	160
English (7-12)	27	14	41
Mathematics (7-12)	13	6	19
Mild/Mod Disability (K-12)	12	0	12
Music Ed. Instrumental (K-12)	13	0	13
Music Ed. Vocal (K-12)	6	0	6
Social Studies (7-12)	15	14	29
Completers			
Biology (7-12)	3	5	8
Business Education (7-12)	0	2	2
Chemistry (7-12)	0	1	1
Elementary Education (K-6)	179	0	179
English (7-12)	25	18	43
French (K-12)	0	1	1
Mathematics (7-12)	13	6	19
Mild/Mod Disability (K-12)	12	0	12
Music Ed. Instrumental (K-12)	13	0	13
Music Ed. Vocal (K-12)	6	0	6
Social Studies (7-12)	16	8	24
Spanish (K-12)	0	1	1



Table 93
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	233	40
Total Enrollment	453	55
Admitted by COVID Test Waiver	0	22
Admittance Core Hours Average	90.97	NA
Admittance GPA Average	3.37	3.49
Admittance ACT Average	23.76	24.47
Admittance SAT Average	1255.00	NA
Admittance Praxis CORE Reading Average	170.56	192.00
Admittance Praxis CORE Writing Average	167.67	172.00
Admittance Praxis CORE Math Average	157.33	156.00
Completer Data		
Completed Teacher Education	201	13
Completer GPA Average	3.47	3.83
Clinical Hrs. Completed (obv/pract) Average	262.51	NA
Student Teaching Hours Average	560.00	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.37	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.54	2.32
Disposition (Summative) (0.00-3.00) Average	2.87	2.77
Foundation of Reading Score (090) Average	240.56	NA
Foundations of Reading Average Number of Attempts	1.26	NA
Praxis Content Knowledge Average Number of Attempts	1.10	NA
Praxis PLT Average Number of Attempts	1.03	NA

Table 94
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	187	46	233
Alternate	25	15	40
Completers			
Traditional	162	39	201
Alternate	7	6	13

Table 95
2019-2020 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	24	3	0	206	0	233
Alternate	0	0	4	2	1	33	0	40
Completers								
Traditional	1	1	20	3	3	173	0	201
Alternate	0	0	0	0	0	13	0	13

Table 96
2019-2020 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	3	3
Biology (7-12)	1	6	7
Business Education (7-12)	0	4	4
Dancing (K-12)	2	0	2
Elementary Education (K-6)	138	0	138
English (7-12)	18	9	27
Health Education (K-12)	0	3	3
Mathematics (7-12)	2	0	2
Mild/Mod Disability (K-12)	12	0	12
Music Ed. Instrumental (K-12)	14	0	14
Music Ed. Vocal (K-12)	9	0	9
Physical Education (K-12)	12	3	15
Social Studies (7-12)	16	11	17
Spanish (K-12)	3	1	4
Completers			
Biology (7-12)	2	3	5
Dancing (K-12)	2	0	2
Elementary Education (K-6)	117	0	117
English (7-12)	11	2	13
Hearing Disability (K-12)	1	0	1
Mathematics (7-12)	5	0	5
Mild/Mod Disability (K-12)	12	0	12
Music Ed. Instrumental (K-12)	15	0	15
Music Ed. Vocal (K-12)	9	0	9
Physical Education (K-12)	11	1	12
Social Studies (7-12)	16	7	23



Table 97
2019-2020 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	154	611
Total Enrollment	286	798
Admitted by COVID Test Waiver	86	540
Admittance Core Hours Average	75.10	NA
Admittance GPA Average	3.24	3.12
Admittance ACT Average	23.52	22.97
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	169.83	169.90
Admittance Praxis CORE Writing Average	166.86	166.43
Admittance Praxis CORE Math Average	162.24	159.15
Completer Data		
Completed Teacher Education	49	160
Completer GPA Average	3.55	3.56
Clinical Hrs. Completed (obv/pract) Average	342.00	NA
Student Teaching Hours Average	486.74	NA
TIAI (Formative – spring 2020) (0.00-3.00) Average	2.36	NA
TIAI (Summative – fall 2019) (0.00-3.00) Average	2.77	2.65
Disposition (Summative) (0.00-3.00) Average	2.87	2.73
Foundation of Reading Score (090) Average	246.50	249.16
Foundations of Reading Average Number of Attempts	1.44	1.11
Praxis Content Knowledge Average Number of Attempts	1.22	NA
Praxis PLT Average Number of Attempts	1.13	NA

Table 98
2019-2020 Gender

	Female	Male	Total
Admits			
Traditional	145	9	154
Alternate	449	162	611
Completers			
Traditional	44	5	49
Alternate	113	47	160

Table 99*2019-2020 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	24	2	0	126	1	154
Alternate	1	2	330	15	13	250	0	611
Completers								
Traditional	0	0	2	0	0	47	0	49
Alternate	0	0	37	3	2	117	1	160

Table 100*2019-2020 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	6	6
Biology (7-12)	0	69	69
Chemistry (7-12)	0	7	7
Elementary Education (4-6)	0	31	31
Elementary Education (K-6)	144	0	144
English (7-12)	8	85	93
Health Education (K-12)	0	18	18
Library/Media (K-12)	0	2	2
Mathematics (7-12)	2	21	23
Mild/Mod Disability (K-12)	0	87	87
Music Ed. Instrumental (K-12)	0	1	1
Music Ed. Vocal (K-12)	0	9	9
Physical Education (K-12)	0	100	100
Social Studies (7-12)	0	98	98
Spanish (K-12)	0	10	10
Speech Communication (7-12)	0	6	6
Completers			
Biology (7-12)	0	14	14
Business Education (7-12)	0	2	2
Elementary Education (4-6)	0	30	30
Elementary Education (K-6)	40	1	41
English (7-12)	6	31	37
Health Education (K-12)	0	1	1
Library/Media (K-2)	0	1	1
Mathematics (7-12)	2	6	8
Mild/Mod Disability (K-12)	0	43	43
Music Ed. Vocal (K-12)	0	1	1
Physical Education (K-12)	0	14	14
Social Studies (7-12)	1	12	13

Area of Licensure	Traditional	Alternate	Total
Spanish (K-12)	0	3	3
Speech Communication (7-12)	0	1	1

SECTION VIII: Educational Leadership Program Data

The following data were provided by the nine EPPs that offer Educational Leadership programs for admitted and completer candidates. The following data points were requested:

Admitted
Total Number of Leadership Candidates Admitted
Average of All Candidate Admit GPAs
Total Number of Leadership Candidates Enrolled
Average Years of Teaching
Completed
Total Number of Leadership Completers
Average of Leadership Completer GPAs
Average Internship Clock Hours Completed
Average Credit Hours Earned
Average Number of Times Attempted SLLA

Private EPPs	Public EPPs
Belhaven University (BU)	Delta State University (DSU)
Mississippi College (MC)	Jackson State University (JSU)
William Carey University (WC)	Mississippi State University (MSU)
	Mississippi University of Women (MUW)
	University of Mississippi (UM)
	University of Southern Mississippi (USM)

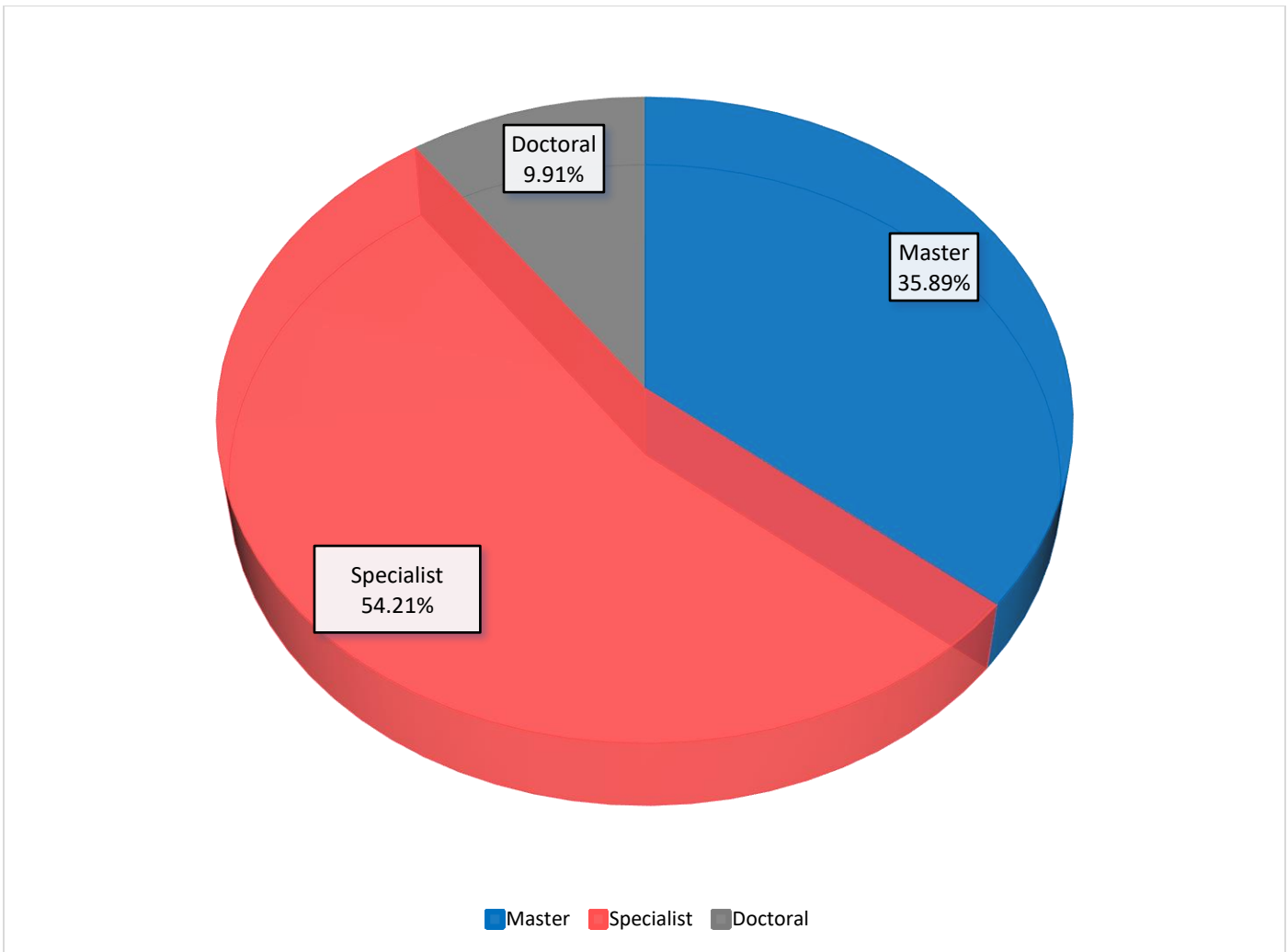
Table 101*2019-2020 Admitted Leadership Candidates by EPP*

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Total number of Administrator admitted										
Masters	25	19	11	61	14	5	17	8	32	192
Specialists	33	50	6	53	16	NA	30	6	96	290
Doctoral	NA	NA	4	8	0	NA	9	32	0	53
Average Administrator admit GPAs										
Masters	3.28	3.38	3.30	3.15	3.68	■	3.38	3.85	3.30	3.31
Specialists	3.54	3.64	3.56	3.66	3.59	NA	3.57	3.76	3.67	3.63
Doctoral	NA	NA	3.85	3.81	NA	NA	3.52	3.82	NA	3.77
Average number of years teaching										
Masters	NR	10.11	7.00	5.90	9.86	4.80	4.65	12.13	6.50	7.04
Specialists	NR	8.38	9.67	7.55	8.59	NA	5.90	5.67	8.88	8.09
Doctoral	NA	NA	11.00	12.00	NA	NA	7.44	12.31	NA	11.34

535

Admitted Candidates into Leadership Programs

Figure 44
2019-2020 Leadership Admitted Candidates



Admitted Leadership by Gender

In 2019-2020, the nine EPP leadership programs admitted a total of 535 candidates. Females represented 72.34% (n=387) of admitted candidates and male candidates represented 27.48% (n=147).

Table 102
2019-2020 Admitted Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	19	15	6	39	9	1	17	11	30	147
Female	38	54	15	83	21	4	39	35	98	387
Unknown	1	0	0	0	0	0	0	0	0	1
Total	58	69	21	122	30	5	56	46	128	535

Figure 45
2019-2020 Admitted Leadership Program Candidates by Gender

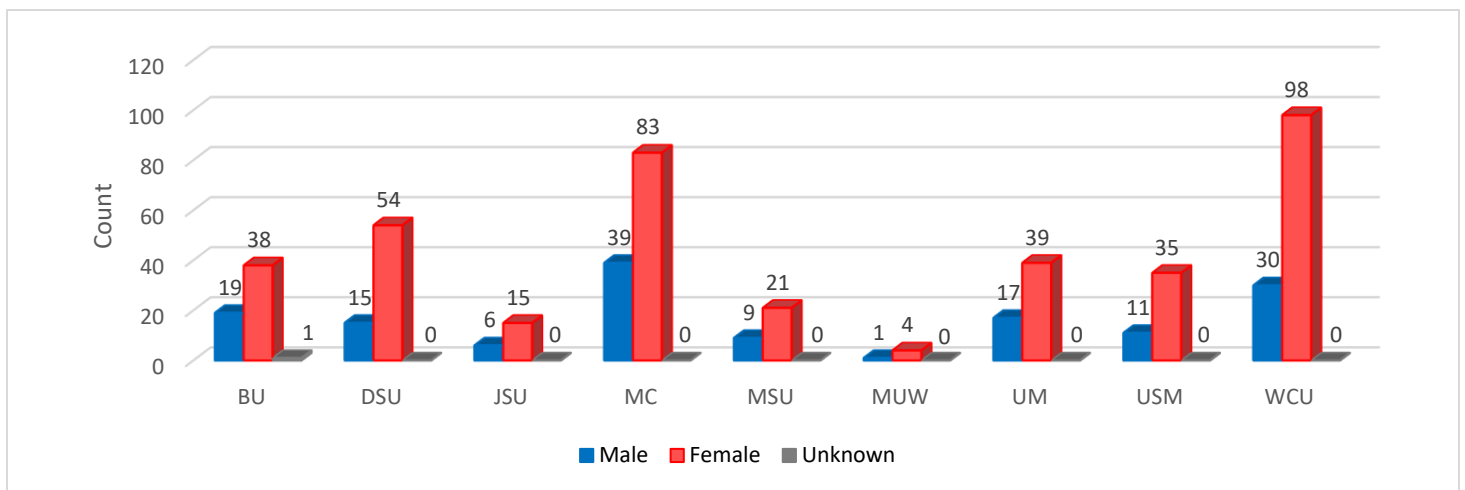
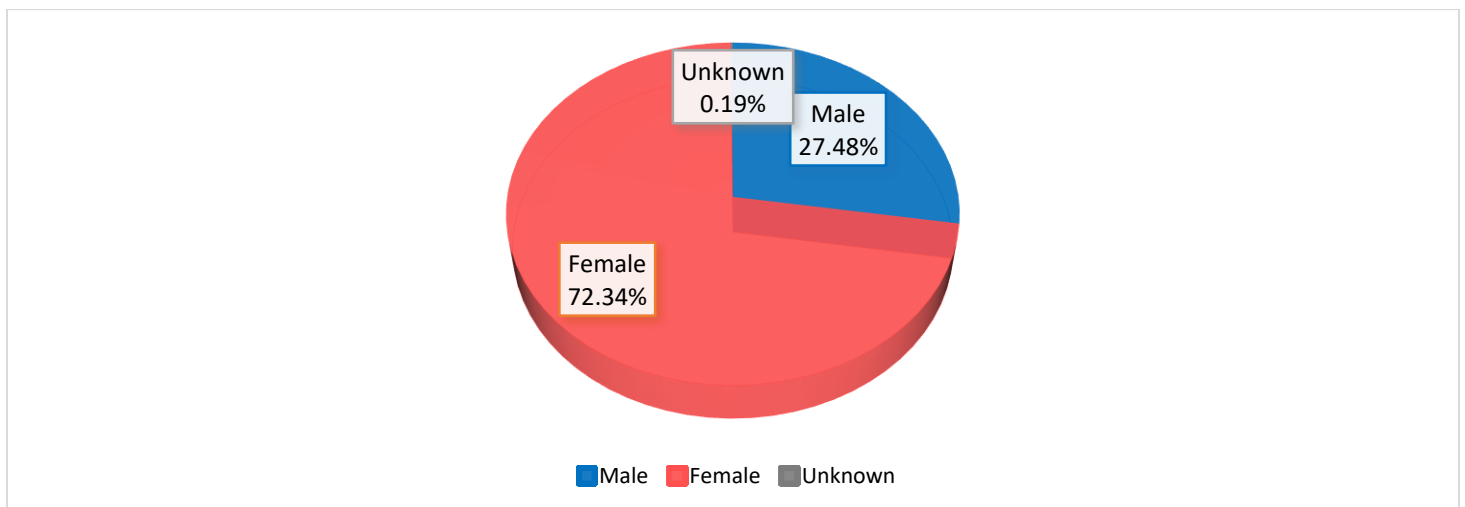


Figure 46
2019-2020 Admitted Leadership Program Candidates by Gender



Admitted Leadership Program Candidates by Ethnicity

In 2019-2020, the nine EPP leadership programs admitted a total of 535 candidates. The following data show the ethnicity of all admitted candidates.

Table 103
2019-2020 Admitted Leadership Program Candidates by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	1	0	0	0	0	0	1
Asian/Pacific	1	0	0	2	1	0	0	0	2	6
Black	30	37	21	60	12	3	30	14	42	249
Hispanic	0	9	0	0	0	0	0	2	1	12
Multiple	0	0	0	0	0	0	0	0	0	0
White	19	22	0	58	17	2	25	30	82	255
Unknown	8	1	0	1	0	0	1	0	1	12
Total	58	69	21	122	30	5	56	46	128	535

Figure 47
2019-2020 Admitted Leadership Program Candidates by Ethnicity

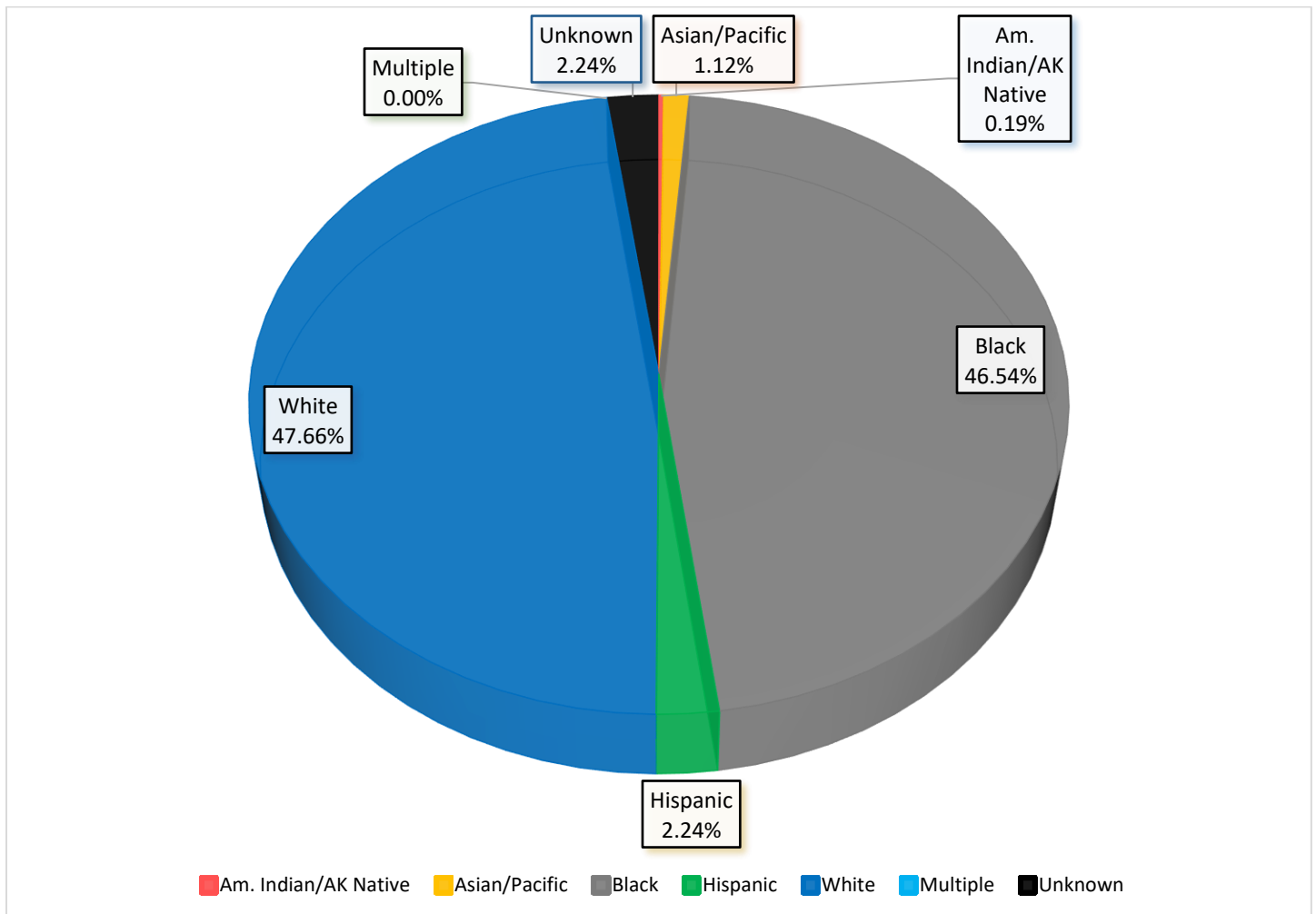


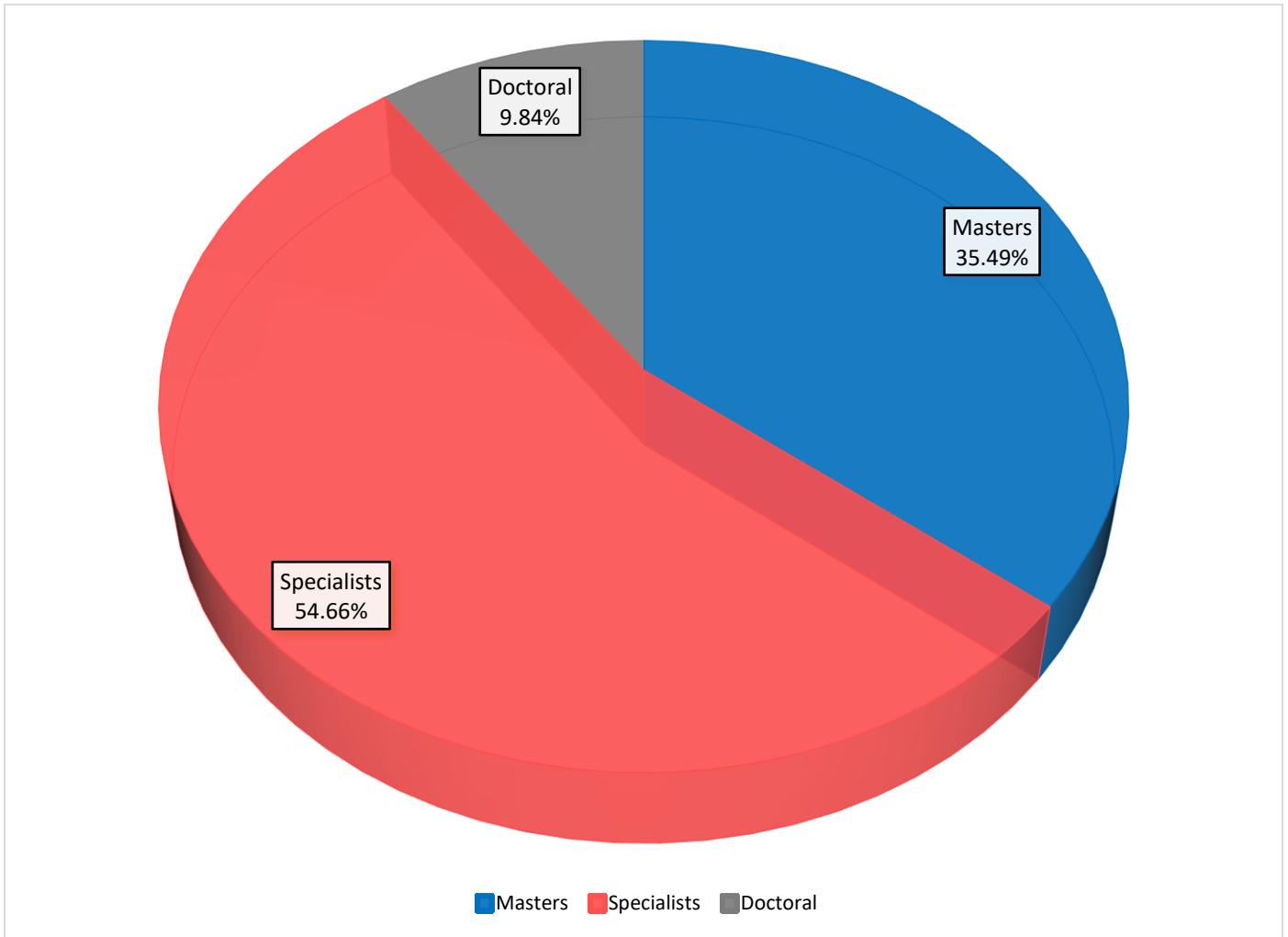
Table 104*2019-2020 Completer Leadership Program Candidates by EPP*

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Total number of Administrator completers										
Masters	21	8	2	37	7	3	15	12	32	137
Specialists	18	58	0	30	10	NA	25	8	62	211
Doctoral	NA	NA	8	12	NA	NA	11	7	NA	38
Average of Administrator completer GPAs										
Masters	3.60	4.00	■	3.88	3.94	■	3.78	3.93	3.83	3.83
Specialists	3.69	3.83	NA	3.78	3.65	NA	3.82	3.88	3.74	3.78
Doctoral	NA	NA	■	3.87	NA	NA	3.77	3.84	NA	3.82
Average internship clock hours completed										
Masters	320.00	375.00	■	510.00	300.00	■	400.00	510.00	428.13	422.47
Specialists	320.00	303.88	NA	300.00	300.00	NA	400.00	125.00	437.10	348.27
Doctoral	NA	NA	■	0.00	NA	■	400.00	125.00	NA	139.45
Average credit hours earned										
Masters	33.00	30.75	40.50	35.76	35.14	40.00	30.00	34.00	36.00	34.45
Specialists	33.00	33.62	NA	40.47	40.00	NA	30.00	38.25	36.00	35.29
Doctoral	NA	NA	81.50	41.92	NA	NA	57.00	74.57	NA	60.63
Average number of times attempted SLLA										
Masters	1.00	1.00	■	1.00	1.00	■	1.00	1.00	1.00	1.02
Specialists	1.00	1.05	NA	1.00	1.00	NA	1.09	1.33	1.05	1.06
Doctoral	NA	NA	■	1.00	NA	■	1.00	1.00	NA	1.18

386

Leadership Completers

Figure 48
2019-2020 Completer Leadership Program Candidates



Completer Leadership Program Candidates by Gender

In 2019-2020, 386 candidates completed Educational Leadership programs from nine EPPs. The percentage of female completers was 73.83% (n=285) and the percentage of males was 26.17% (n=101).

Table 105
2019-2020 Completer Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	12	16	1	20	6	0	11	11	24	101
Female	27	50	9	59	11	3	40	16	70	285
Unknown	0	0	0	0	0	0	0	0	0	0
Total	39	66	10	79	17	3	51	27	94	386

Figure 49
2019-2020 Completer Leadership Program Candidates by Gender

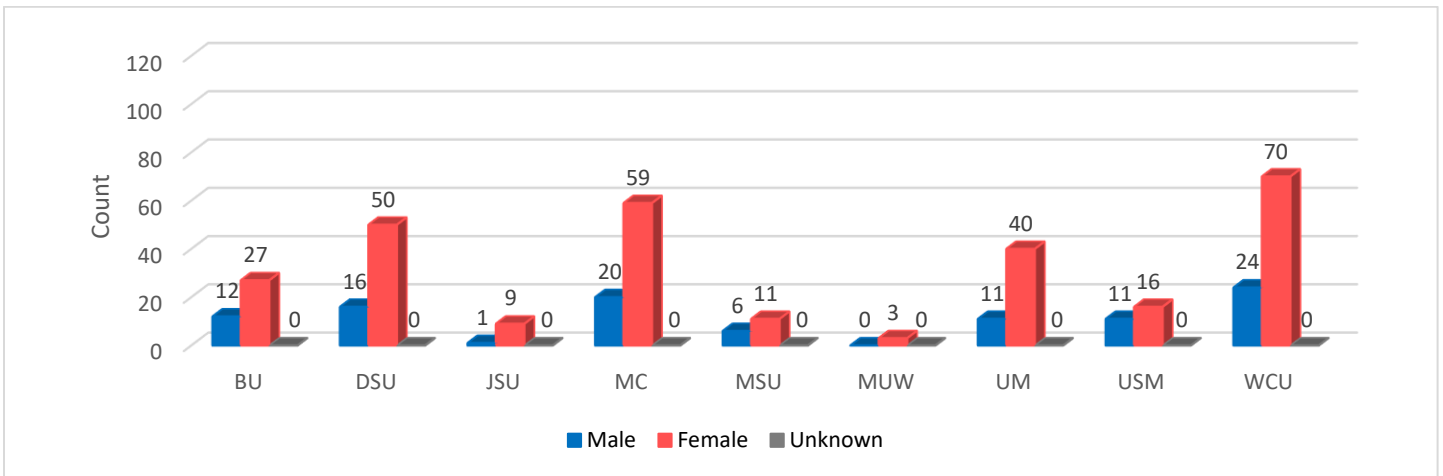
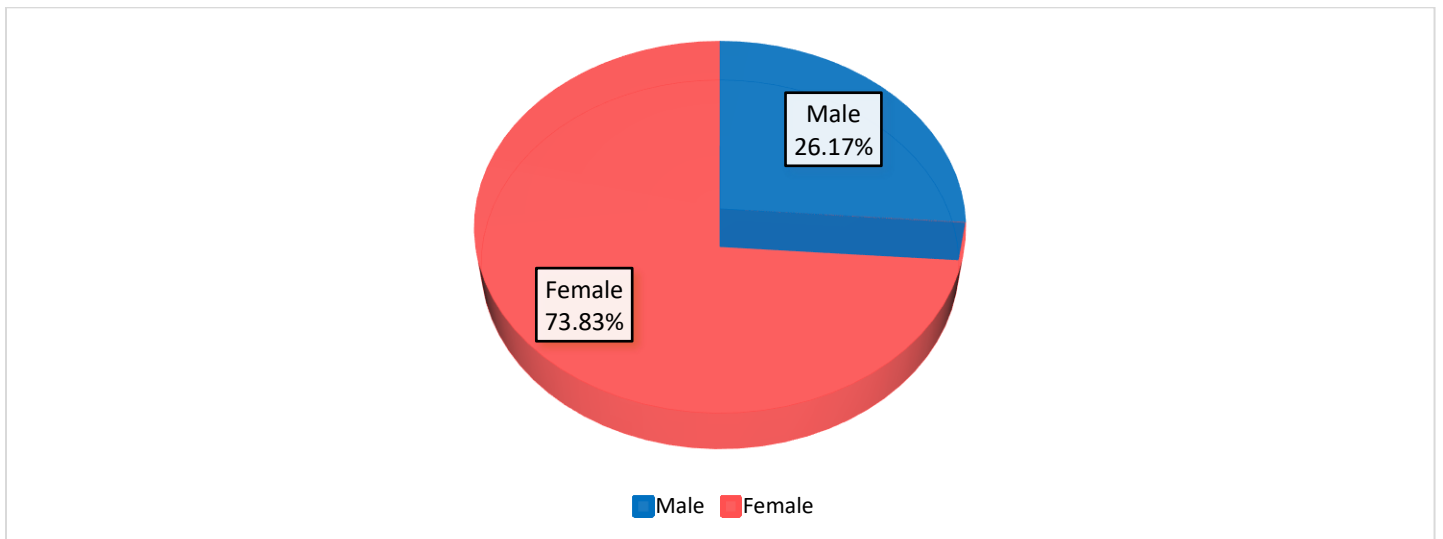


Figure 50
2019-2020 Completer Leadership Program Candidates by Gender



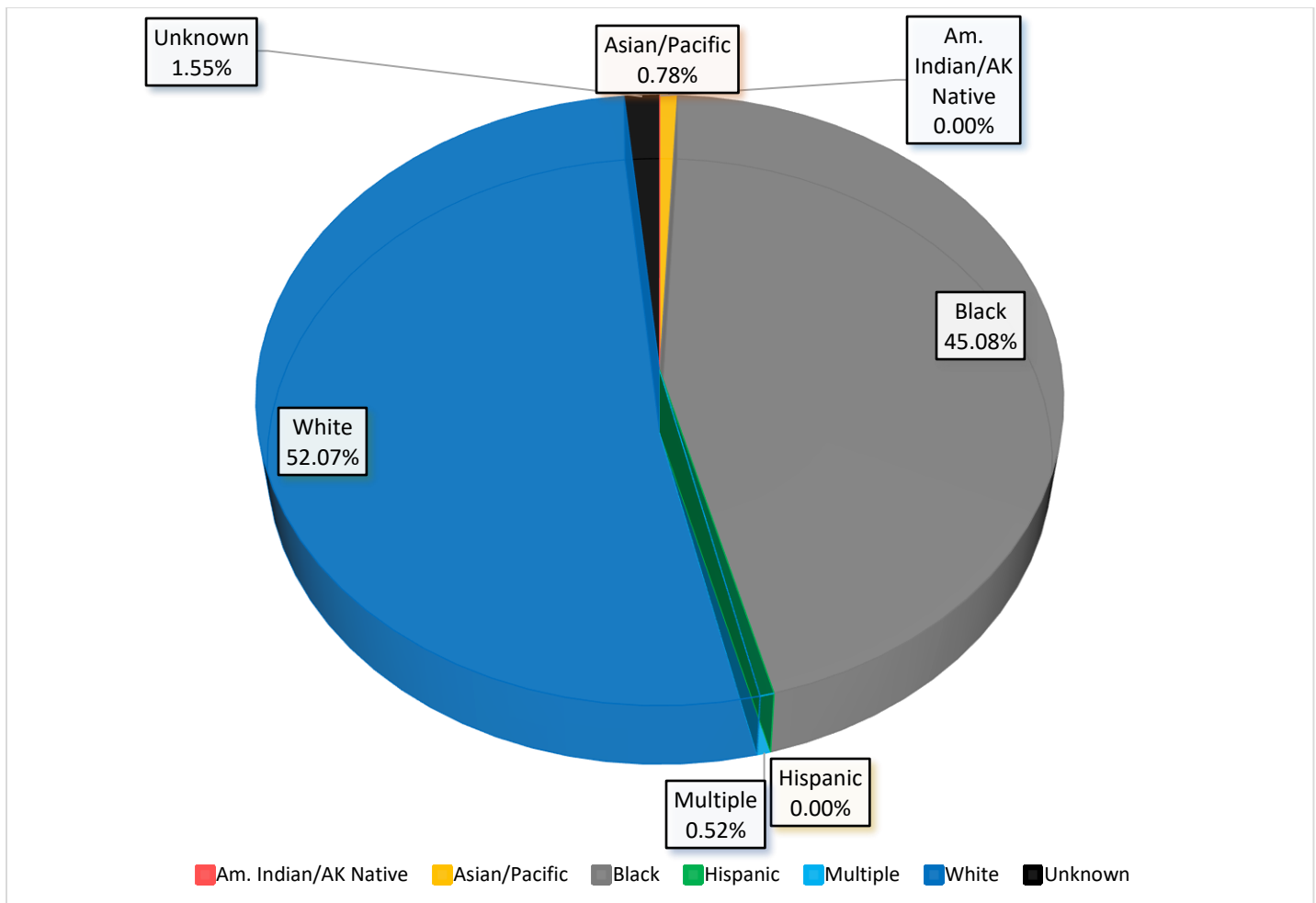
Completer Educational Leadership Programs by Ethnicity

In 2019-2020, 386 candidates completed leadership programs from the nine EPPs. The following data show the ethnicity of all leadership program candidate completers.

Table 106
2019-2020 Completer Leadership Program by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	0	0	0	0	0	0	0
Asian/Pacific	0	0	0	2	0	0	1	0	0	3
Black	18	34	10	38	8	1	25	7	33	174
Hispanic	0	0	0	0	0	0	0	0	0	0
Multiple	0	0	0	0	1	0	0	1	0	2
White	20	27	0	39	8	2	25	19	61	201
Unknown	1	5	0	0	0	0	0	0	0	6
Total	39	66	10	79	17	3	51	27	94	386

Figure 51
2019-2020 Completer Leadership Program by Ethnicity



SECTION IX: Advanced-Level Program Data

The following data were provided by the eight EPPs that offer advanced-level programs at the initial licensure level. Admitted and completer candidate data were provided for all program candidates.

Advanced-level programs are defined as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure designed to develop P-12 teachers who have already completed an initial-licensure program in another area for employment in P-12 schools/districts. Advanced programs included: Business Education, Child Development, Computer Application, Dyslexia, Gifted, Health, Instructional Technology, Psychometry, Reading, School Counseling, Speech Pathology, Special Education, and STEM. The following data points were requested:

Admitted
Total Number of Advanced Program Candidates Admitted
Average of Advanced Program Admit GPAs
Total Number of Advanced Program Candidates Enrolled
Average Years of Teaching
Completed
Total Number of Advanced Degree Completers
Average of Advanced Degree Completer GPAs
Average Internship Clock Hours Completed
Average Number of Times Attempted PRAXIS Content Knowledge

The following ten EPPs provided data for advanced-level programs.

Private EPPs	Public EPPs
Belhaven University (BU)	Alcorn State University (ASU)
Blue Mountain College (BMC)	Delta State University (DSU)
Mississippi College (MC)	Jackson State University (JSU)
William Carey University (WCU)	Mississippi University of Women (MUW)
	University of Mississippi (UM)
	University of Southern Mississippi (USM)

Table 107*2019-2020 Admitted Advanced-Level Program Candidates by EPP*

	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total / Avg
Total number of advanced-level program candidates admitted:	8	19	1	25	75	73	11	9	8	42	61	332
Child Development (Masters)	0	0	0	0	0	0	0	0	0	0	0	0
Dyslexia (Masters)	0	0	0	0	0	40	0	0	0	9	15	64
Gifted Education (Masters and Specialists)	0	0	0	0	0	0	0	5	0	2	15	22
Psychometry (Specialists)	0	0	0	0	56	0	0	0	0	0	0	56
Reading (Masters)	0	19	0	0	2	0	0	4	0	0	0	25
School Counseling (Masters and Specialists)	8	0	0	15	17	15	11	0	8	15	0	89
Special Ed (Masters, Specialists, & Doctoral)	0	0	0	10	0	18	0	0	0	16	31	75
Speech Pathology (Masters)	0	0	1	0	0	0	0	0	0	0	0	1
Average of advanced-level program Admit GPAs:	3.07	3.33	■	3.46	3.67	3.26	NR	3.64	NR	3.63	3.33	3.46*
Average Years of Teaching Experience:	NR	NR	6.00	5.28	1.75	5.97	NR	7.78	NR	3.86	9.75	4.05*
Total number of advanced-level program candidates enrolled:	28	63	NR	51	178	240	NR	18	NR	84	NR	662*

Not an accurate countNR = Not Reported*

322

Admitted into Advanced-Level Programs at the Initial Level

Admitted Advanced-Level Program Candidates by Gender

In 2019-2020, the eight EPPs' advanced-level degree programs admitted a total of 332 candidates. Females represented 86.45% (n=287) of admitted candidates into the programs and male candidates represented 5.12% (n=17).

Table 108

2019-2020 Admitted Advanced-Level Program Candidates by Gender

Gender	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	0	0	0	3	2	1	0	0	1	5	5	17
Female	8	19	1	22	71	57	0	9	7	37	56	287
Unknown	0	0	0	0	2	15	11	0	0	0	0	28
Total	8	19	1	25	75	73	11	9	8	42	61	332

Figure 52

2019-2020 Admitted Advanced-Level Program Candidates by Gender

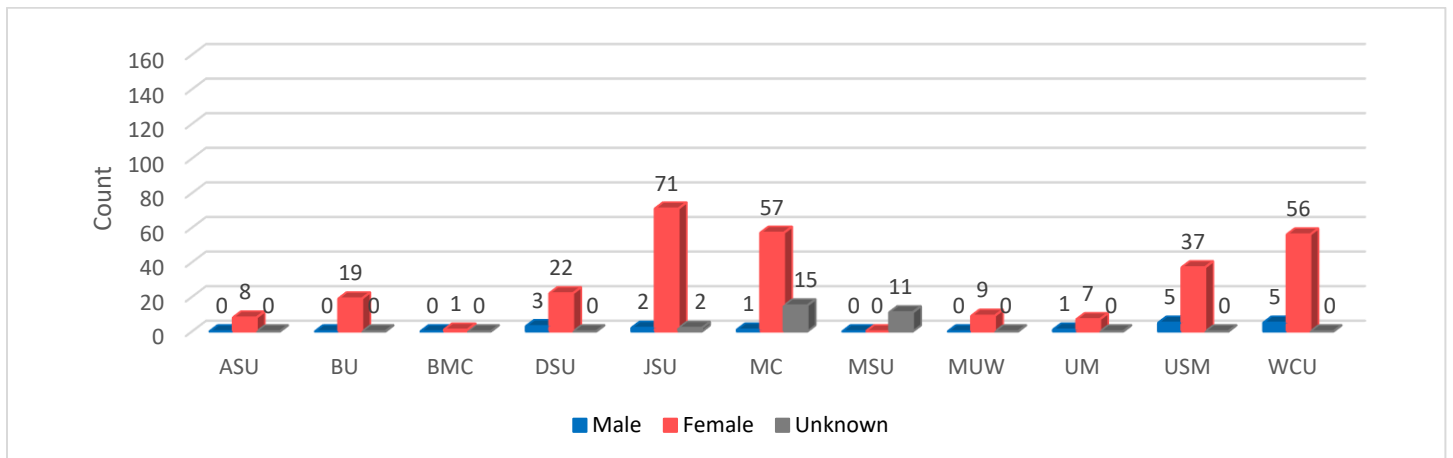
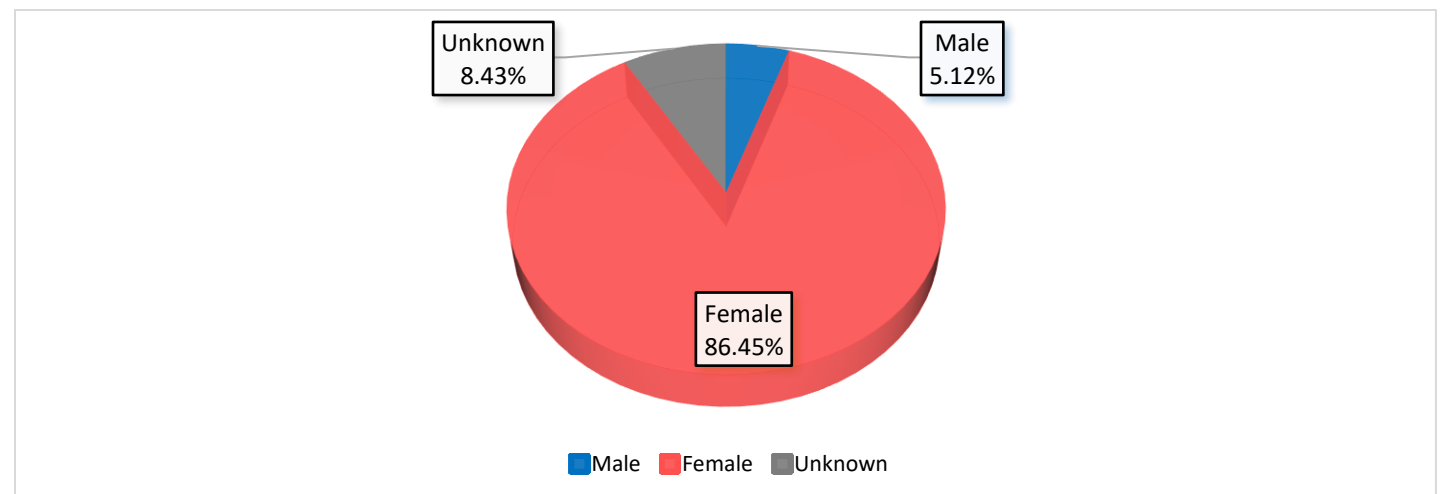


Figure 53

2019-2020 Admitted Advanced-Level Program Candidates by Gender



Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2019-2020, the eight EPPs' advanced-level degree programs admitted a total of 332 candidates. The following data show the ethnicity of all admitted candidates into the EPP advanced-level degree programs.

Table 109

2019-2020 Admitted Advanced-Level Program Candidates by Ethnicity

Ethnicity	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/ AK Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific	0	0	0	0	0	0	0	1	0	0	2	3
Black	6	11	0	17	74	10	0	1	2	14	12	147
Hispanic	0	0	0	1	0	0	0	0	0	1	0	2
Multiple	0	0	0	0	0	0	0	0	0	0	0	0
White	2	7	1	7	1	48	0	7	6	27	45	151
Unknown	0	1	0	0	0	15	11	0	0	0	2	29
Total	8	19	1	25	75	73	11	9	8	42	61	332

Figure 54

2019-2020 Admitted Advanced-Level Program Candidates by Ethnicity

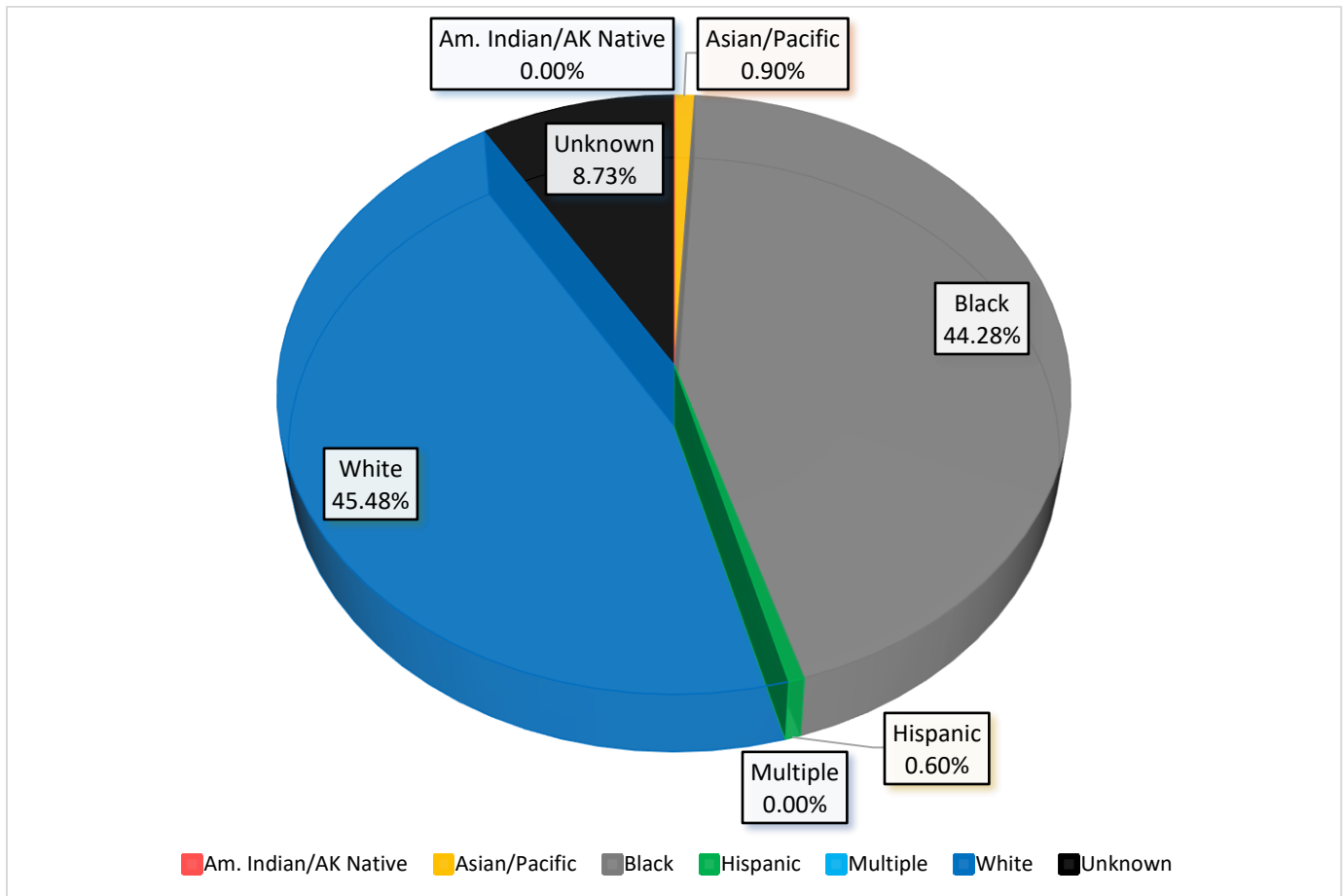


Table 110*2019-2020 Advanced-Level Degree Program Completers*

	ASU	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level Degree completers	3	21	23	72	96	4	4	4	34	53	314
Child Development (Masters)	0	0	0	0	0	0	0	0	0	0	0
Dyslexia (Masters)	0	0	0	0	38	0	0	0	9	17	64
Gifted (Masters, Specialists, and Doctorate)	0	0	0	0	0	0	1	0	3	8	11
Psychometry (Specialists)	0	0	0	59	0	0	0	0	0	0	59
Reading (Masters)	0	21	0	3	0	0	3	0	0	0	27
School Counseling (Masters and Specialists)	3	0	12	10	20	4	0	4	14	0	67
Special Education (Masters and Specialists)	0	0	11	0	38	0	0	0	8	28	85
Average of Adv-Level Degree completer GPA	■	3.64	3.76	3.61	3.86	■	■	■	3.90	3.83	3.77
Average Internship Clock Hours Completed											
Child Development (Masters)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Dyslexia (Masters)	NA	NA	NA	NA	820.00	NA	NA	NA	700.00	799.94	797.80
Gifted (Masters, Specialists, and Doctorate)	NA	NA	NA	NA	NA	NA	300.00	NA	235.00	32.00	93.27
Psychometry (Specialists)	NA	NA	NA	150.00	NA	NA	NA	NA	NA	NA	150.00
Reading (Masters)	NA	0	NA	40.00	NA	NA	300.00	NA	NA	NA	170.00
School Counseling (Masters and Specialists)	700.00	NA	600.00	225.00	NR	NR	NA	NR	700.00	NA	547.44
Special Education (Masters and Specialists)	NA	NA	150.00	NA	35.00	NA	NA	NA	350.00	NR	101.40
Average Number of Times Attempted PRAXIS											
Content Knowledge											
Number test waivers	3	21	8	68	82	3	4	3	19	53	264
School Counseling	NA	NA	1.00	1.50	1.07	■	■	■	1.07	NA	1.10
Special Education	NA	NA	1.00	NA	NA	NA	NA	NA	1.00	NA	1.00

314

Advanced-Level Program Completers at the Initial Level

Completer Candidates in Advanced-Level Degree Programs by Gender

In 2019-2020, the eight EPPs' advanced-level degree programs had a total of 314 completer candidates. Female completers represented 88.22% (n=277) candidates and male completers represented 4.14% (n=13).

Table 111

2019-2020 Advanced-Level Degree Program Completers by Gender

Gender	ASU	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	0	0	4	1	6	0	0	0	0	2	13
Female	3	21	19	71	70	0	4	4	34	51	277
Unknown	0	0	0	0	20	4	0	0	0	0	24
Total	3	21	23	72	96	4	4	4	34	53	314

Figure 55

2019-2020 Advanced-Level Degree Program Completers by Gender

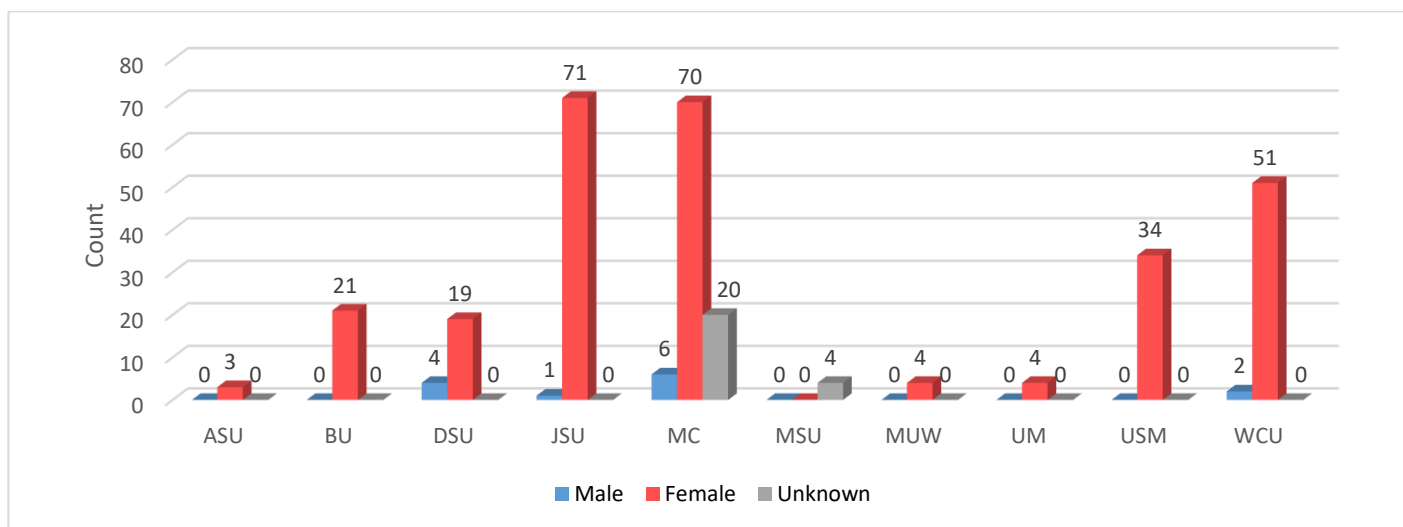
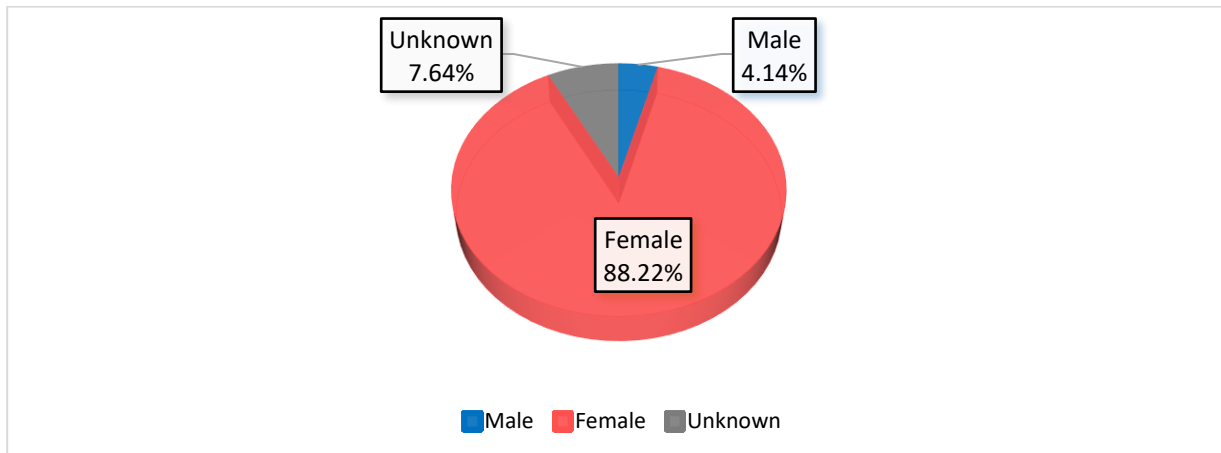


Figure 56

2019-2020 Advanced-Level Degree Program Completers by Gender



Completer Candidates in Advanced-Level Degree Programs by Ethnicity

In 2019-2020, 314 candidates completed advanced-level degrees from eight EPPs. The following data show the ethnicity of candidates who completed advanced degrees leading to initial licensure.

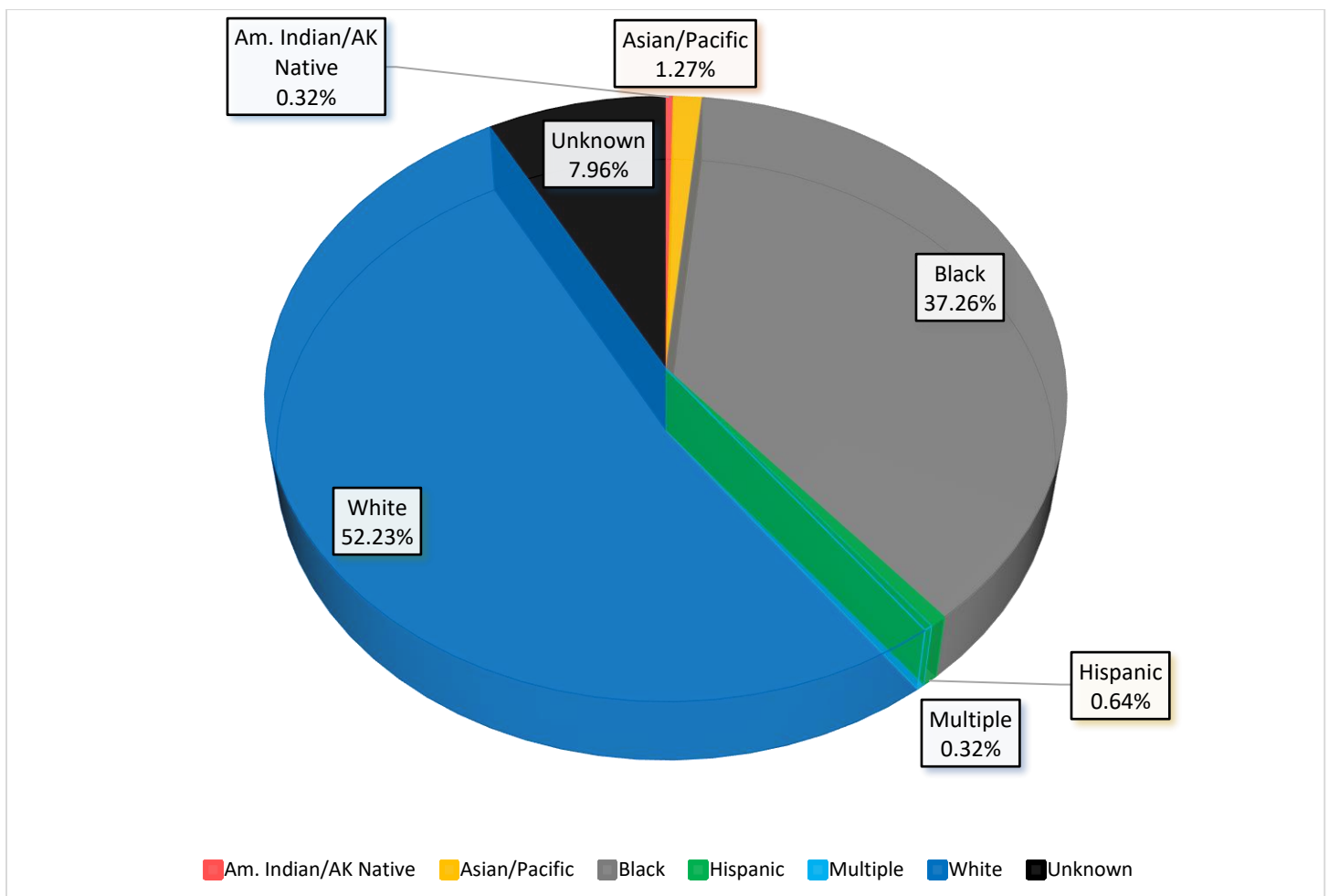
Table 112

2019-2020 Advanced-Level Degree Completer Candidates by Ethnicity

Ethnicity	ASU	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am In/AK Native	0	0	0	0	1	0	0	0	0	0	1
Asian/Pacific	0	0	2	1	0	0	0	0	0	1	4
Black	3	7	11	70	12	0	0	0	4	10	117
Hispanic	0	0	0	0	0	0	0	0	1	1	2
Multiple	0	0	0	0	0	0	0	0	0	1	1
White	0	13	10	1	63	0	4	4	29	40	164
Unknown	0	1	0	0	20	4	0	0	0	0	25
Total	3	21	23	72	96	4	4	4	34	53	314

Figure 57

2019-2020 Advanced-Level Degree Completer Candidates by Ethnicity



SECTION X: Praxis Content Knowledge

The following data were provided by the EPPs for their program completers for the required Praxis Content Knowledge tests. Data for both traditional and alternate route programs are provided.

Table 113
2019-2020 Initial Program Completer Praxis Content Knowledge

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5017 Elementary Ed (K-6)	153	467	168.54	81	169.31	548	168.66
5018 Elementary Ed (4-8)	163	12	165.33	46	173.37	58	171.71
5038 English Lang Arts	167	90	178.42	35	177.11	125	178.06
5081 Social Studies	150	75	163.69	23	160.09	98	162.85
5091 Physical Education	145	44	153.32	26	151.04	70	152.47
5101 Business Education	153	3	■	3	■	6	172.50
5113 Music Education	161	65	166.22	10	164.80	75	166.03
5122 Home Economics	153	1	■	1	■	2	■
5134 Art	158	6	165.17	1	■	7	166.29
5161 Mathematics	152	40	154.15	10	161.70	50	155.66
5169 Mid Sch Mathematics	165	0		1	■	1	■
5195 Spanish	160	0		2	■	2	■
5221 Speech Communication	143	0		2	■	2	■
5235 Biology	150	22	161.00	15	161.40	37	161.16
5245 Chemistry	151	1	■	3	■	4	■
5265 Physics	139	1	■	0		1	■
5311 Library/Media	143	0		1	■	1	■
5354 Mild/Mod Disability	152	67	168.87	57	163.96	124	166.61
5551 Health Education	149	23	158.00	6	156.33	29	157.66
No Test Reported	NA	140		66		206	

Table 114
2019-2020 Advanced Program Completer Praxis Content Knowledge

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5354 Mild/Moderate Disability	152	8	171.38	0		8	171.38
5421 School Counselor	156	28	168.07	14	166.00	42	167.38
6990 School Leader	151	85	167.71	66	167.65	151	167.68
No Test Reported (Sch Counselor)		19		6		25	
No Test Reported (Sch Leaders)		89		146		235	

Table 115

2019-2020 Praxis Exam Pass Rates by Public EPPs (Traditional and Alternate Route)
 (Number Tested/Percentage Pass at Best Attempt)

Test Code	ASU N=13	DSU N=90	JSU N=58	MSU N=329	MUW N=36	MVSU N=8	UM N=309	USM N=214
5017 Elem Ed	3/■	51/100%	18/100%	155/93%	12/83%	0	122/97%	106/95%
5018 Elem Ed	1/■	6/100%	4/■	0	0	1/■	0	0
5038 English	1/■	2/■	2/■	31/100%	2/■	2/■	37/95%	13/100%
5081 So Studies	2/■	5/■	4/■	26/88%	0	0	15/93%	23/96%
5091 Physical Ed	2/■	6/100%	1/■	22/100%	0	3/■	0	10/90%
5101 Business Ed	0	0	0	0	1/■	0	2/■	0
5113 Music Ed	2/■	11/100%	3/■	20/90%	0	0	7/100%	22/55%
5122 Home Ec	0	0	0	1/■%	0	0	0	0
5134 Art	0	4/■	0	0	2/■	0	0	0
5161 Mathematics	0	2/■	2/■	14/50%	0	1/■	16/100%	5/■
5235 Biology	0	3/■	1/■	6/100%	0	1/■	7/100%	4/■
5245 Chemistry	0	0	0	0	0	0	1/■	0
5265 Physics	0	0	0	1/■	0	0	0	0
5354 M/M Dis	0	0	1/■	47/98%	0	0	8/100%	11/100%
5551 Health	1/■	0	22/100%	0	0	0	0	0
No Test Reported	3	0	0	6	19	0	94	20

Table 116

2019-2020 Praxis Exam Pass Rates by Private EPPs (Traditional and Alternate Route)
 (Number Tested/Percentage Pass at Best Attempt)

Test Code	BU N=64	BMC N=39	MIL N=7	MC N=70	RC N=0	TC N=0	WCU N=209
5017 Elem Ed	4/■	22/100%	3/■	16/100%	0	0	36/89%
5018 Elem Ed	13/100%	0	0	3/■	0	0	30/97%
5038 English	5/■	3/■	1/■	3/■	0	0	23/96%
5081 So Studies	6/83%	6/83%	1/■	3/■	0	0	7/100%
5091 Physical Ed	4/■	3/■	0	3/■	0	0	16/100%
5101 Business Ed	2/■	0	0	0	0	0	1/100%
5113 Music Ed	0	1/■	0	9/89%	0	0	0
5122 Home Ec	0	0	0	0	0	0	1/100%
5134 Art	0	0	0	1/■	0	0	0
5161 Mathematics	1/■	2/■	0	4/■	0	0	3/100%
5169 MS Math	0	0	0	0	0	0	1/100%
5195 Spanish	1/■	0	0	0	0	0	1/100%
5221 Speech Com	0	0	0	0	0	0	2/100%
5235 Biology	2/■	1/■	1/■	2/■	0	0	9/100%
5245 Chem	1/■	0	0	2/■	0	0	0
5265 Physics	0	0	0	0	0	0	0
5272 Hearing	0	0	0	0	0	0	0
5311 Library	0	0	0	0	0	0	1/100%
5354 M/M Dis	0	0	0	0	0	0	57/98%
5551 Health	3/■	0	0	0	0	0	3/100%
No Test Reported	22	1	1	24	0	0	18

Table 117*2019-2020 Praxis Content Knowledge Exam First Attempt (Traditional only)*

EPP	N	N Test Takers	N Passed on 1 st Attempt	Percentage
ASU	11	10	5	50.00%
BU	4	4	4	■
BMC	39	39	31	79.49%
DSU	78	78	70	89.74%
JSU*	24	24	20	83.33%
MIL	7	6	6	100.00%
MC	58	34	31	91.18%
MSU*	271	266	230	86.47%
MUW	34	15	13	86.67%
MVSU	2	2	2	■
RC	0	NA	NA	NA
TC	0	NA	NA	NA
UM	267	173	155	89.60%
USM	201	181	150	82.87%
WCU	49	45	33	73.33%
Overall	1045	877	750	85.52%

**Includes K-3 and K-6*

86%
Passed on 1st
Attempt

SECTION XI. Educator Preparation Provider Faculty

Data were provided by each EPP for the total professional education faculty. The 15 EPPs reported 616 total faculty. Out of the 616 faculty members reported, 22.89% (n=141) represented private EPPs while 77.11% (n=475) represented public EPPs. Mississippi State University employed the highest number of faculty (n=127) from the public EPPs while Mississippi College employed the highest number of faculty (n=52) from the private EPPs.

Table 118
2019-2020 Public and Private EPP Faculty

Public EPP		Private EPP	
ASU	10	BMC	21
DSU	52	BU	10
JSU	40	MIL	4
MSU	127	MC	52
MUW	21	RC	5
MVSU	23	TC	15
UM	97	WCU	34
USM	105		
Total	475	Total	141

Figure 58
2019-2020 Public and Private EPP Faculty

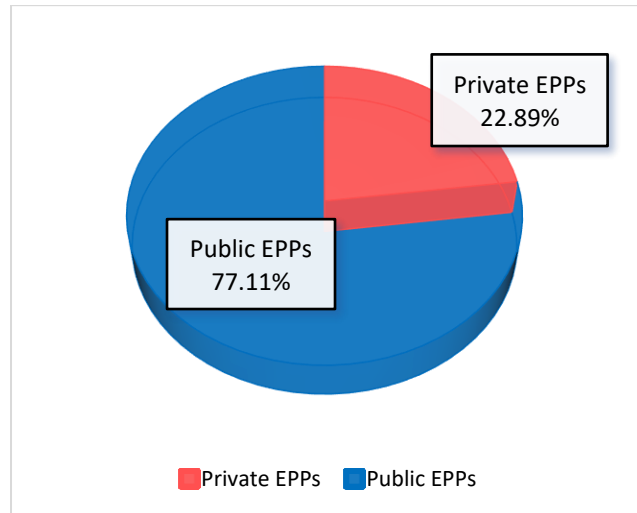
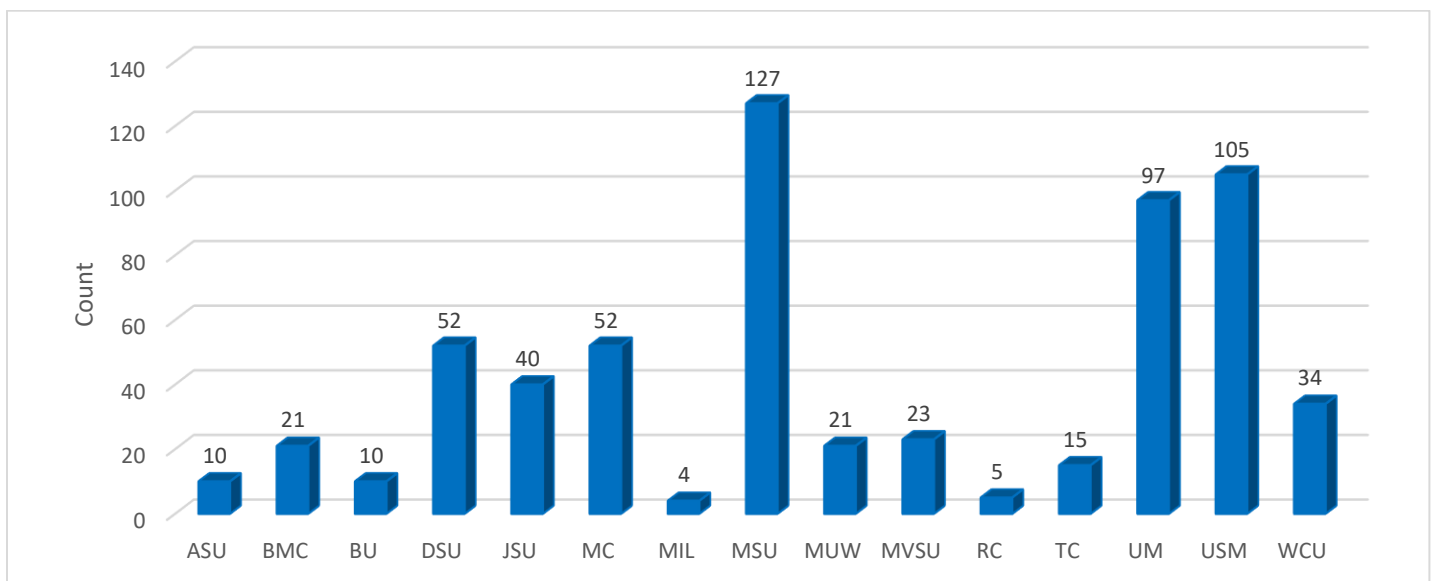


Table 119
2019-2020 EPP Faculty



EPP Faculty by Gender

In 2019-2020 academic year, 616 professional education faculty were reported as 72.73% female (n=448) and 27.27% males (n=168). Of the 616 professional education faculty, there were 141 faculty employed at a private EPP with 16.88% female (n=104) and 6.01% male (n=37). The public EPPs employed 55.84% female (n=344) and 21.27% male (n=131).

Table 120
2019-2020 EPP Faculty by Gender-Public v. Private

	Public EPP		Private EPP		
	Female	Male	Female	Male	
ASU	9	1	BU	8	2
DSU	43	9	BMC	12	9
JSU	27	13	MIL	4	0
MSU	89	38	MC	43	9
MUW	19	2	RC	3	2
MVSU	13	10	TC	10	5
UM	67	30	WCU	24	10
USM	77	28			
Total	344	131	Total	104	37

Figure 59
2019-2020 EPP Faculty by Gender

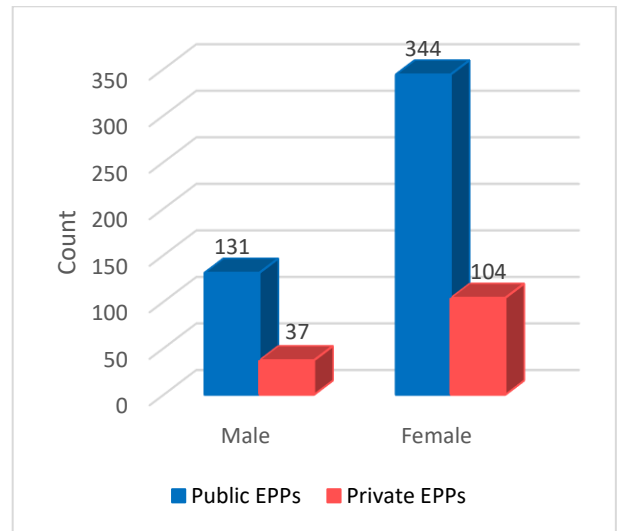
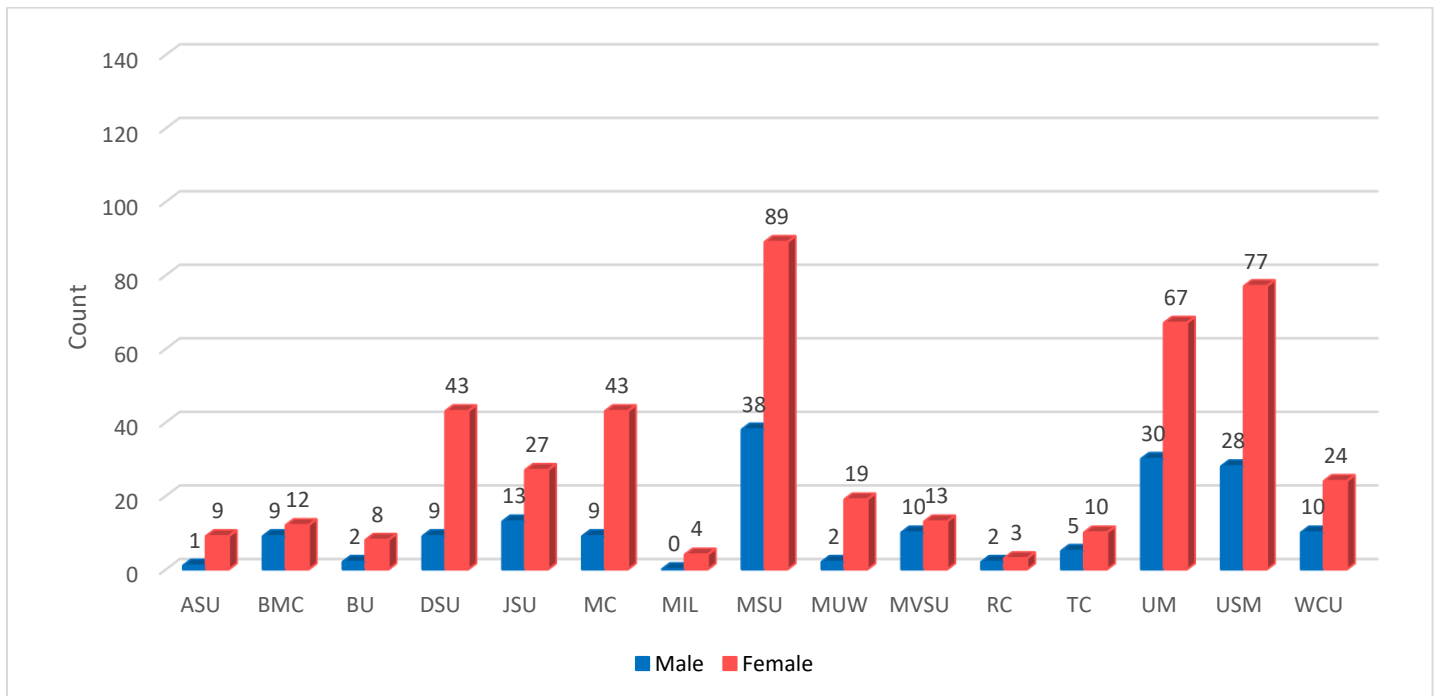


Figure 60
2019-2020 EPP Faculty by Gender



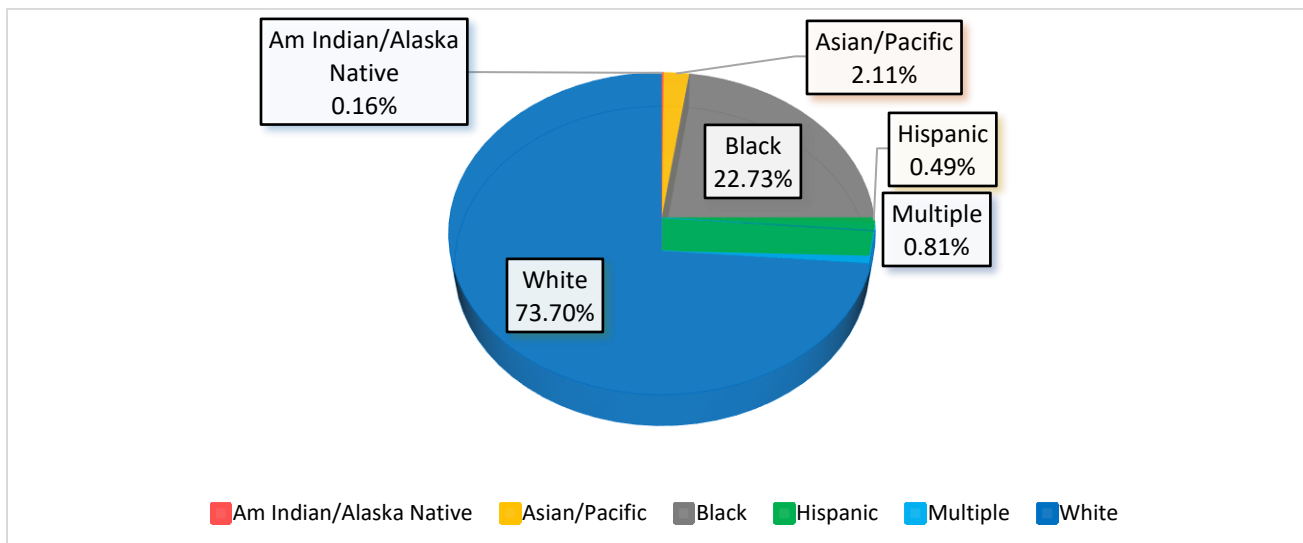
Teacher Education Faculty by Ethnicity

During the 2019-2020 year, there were 616 professional education faculty teaching at the 15 EPPs with 73.70% (n=454) white ethnicity followed by 22.73% (n=140) Black ethnicity.

Table 121
2019-2020 EPP Faculty by Ethnicity

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Total
ASU	0	0	9	0	0	1	10
BU	0	0	1	0	0	9	10
BMC	0	0	1	1	0	19	21
DSU	0	0	9	0	1	42	52
JSU	1	0	37	0	0	2	40
MIL	0	0	1	0	0	3	4
MC	0	0	6	0	0	46	52
MSU	0	7	12	2	2	104	127
MUW	0	0	2	0	1	18	21
MVSU	0	2	20	0	0	1	23
RC	0	0	5	0	0	0	5
TC	0	0	14	0	0	1	15
UM	0	2	9	0	1	85	97
USM	0	2	11	0	0	92	105
WCU	0	0	3	0	0	31	34
Total	1	13	140	3	5	454	616

Figure 61
2019-2020 EPP Faculty by Ethnicity



The following table shows the comparison of ethnicity between the private and public EPPs.

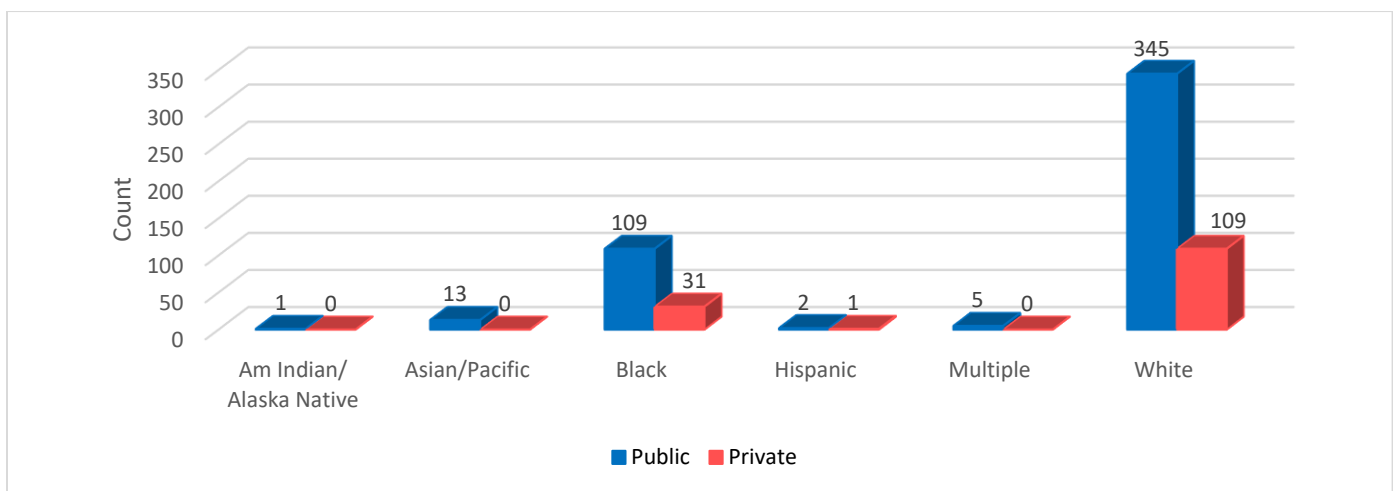
Table 122
2019-2020 EPP Faculty by Ethnicity-Public

Public EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Total
ASU	0	0	9	0	0	1	10
DSU	0	0	9	0	1	42	52
JSU	1	0	37	0	0	2	40
MSU	0	7	12	2	2	104	127
MUW	0	0	2	0	1	18	21
MVSU	0	2	20	0	0	1	23
UM	0	2	9	0	1	85	97
USM	0	2	11	0	0	92	105
Total	1	13	109	2	5	345	475

Table 123
2019-2020 EPP Faculty by Ethnicity-Private

Private EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Total
BU	0	0	1	0	0	9	10
BMC	0	0	1	1	0	19	21
MIL	0	0	1	0	0	3	4
MC	0	0	6	0	0	46	52
RC	0	0	5	0	0	0	5
TC	0	0	14	0	0	1	15
WCU	0	0	3	0	0	31	34
Total	0	0	31	1	0	109	141

Figure 62
2019-2020 EPP Faculty by Ethnicity-Public v. Private



Professional Education Faculty by Degree Earned

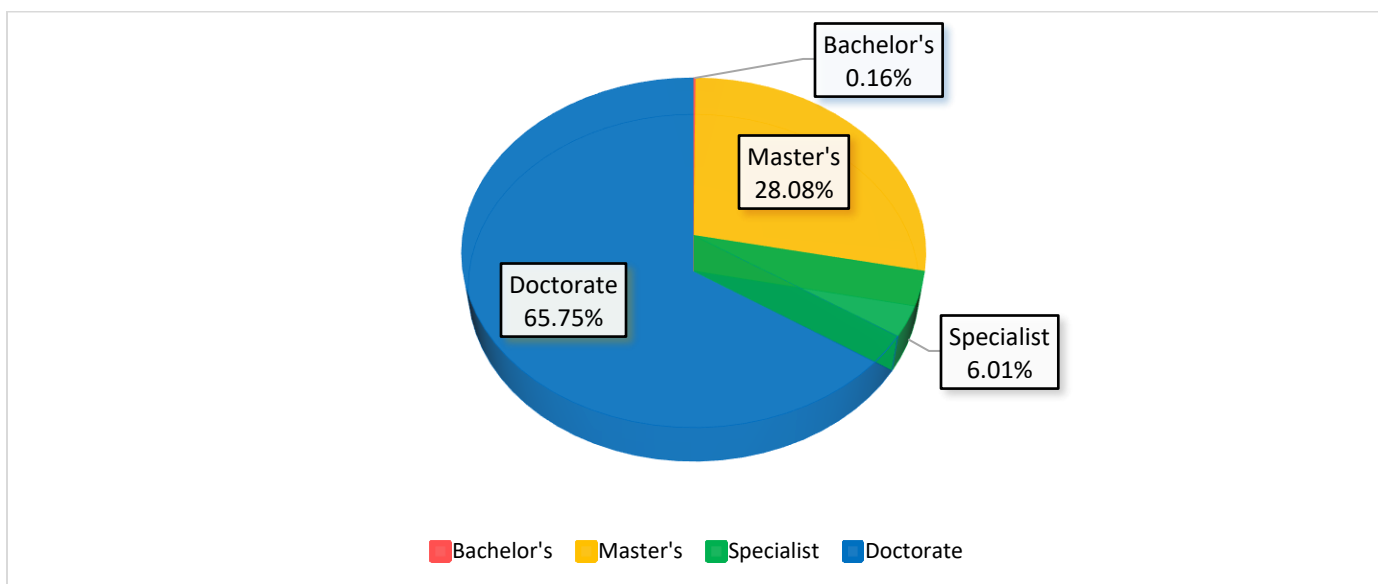
The following table shows the degrees earned by EPP education faculty. Out of the 616 professional education faculty, 65.75% (n=405) hold doctorate degrees.

Table 124
2019-2020 EPP Faculty by Degree Earned

EPP	Bachelor's	Master's	Specialist	Doctorate
ASU	0	0	0	10
BU	0	0	0	10
BMC	0	9	1	11
DSU	0	11	6	35
JSU	0	0	0	40
MIL	0	2	0	2
MC	1	17	3	31
MSU	0	63	10	54
MUW	0	7	1	13
MVSU	0	4	1	18
RC	0	0	1	4
TC	0	5	0	10
UM	0	37	4	56
USM	0	17	6	82
WCU	0	1	4	29
Total	1	173	37	405

66%
EPP Faculty
Hold Doctorate
Degrees

Figure 63
2019-2020 EPP Faculty by Degree Earned



The following table shows the field or area of specialty that were reported for each EPP professional education faculty member. Out of the 616 faculty members, the largest group by field and/or specialty areas was listed Administration with 125 faculty, followed closely by Elementary Education with 106, and Curriculum Instruction with 48.

Table 125
2019-2020 EPP Faculty Area of Specialty

Field or Specialty Area	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total
Administration (Ed Leadership)	2	5	1	8	22	0	14	19	2	0	3	2	15	17	15	125
Agriculture	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Art	0	0	1	0	0	0	1	0	0	0	0	0	0	3	0	5
Business	0	0	0	0	0	0	2	0	0	0	0	0	0	2	0	4
Counseling	2	0	0	5	11	0	1	4	0	0	0	0	0	2	0	25
Curriculum Instruction	0	1	1	4	0	0	4	12	0	5	2	1	0	13	5	48
Dancing	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Drama/Theater	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Dyslexia	0	0	0	0	0	1	5	0	0	0	0	0	0	3	2	11
Early Childhood	2	0	0	0	1	0	2	1	0	3	0	2	3	3	1	18
Education	0	1	0	0	0	1	0	18	0	0	0	1	0	1	0	22
Elementary Education	1	2	4	17	4	0	2	15	12	0	0	3	35	8	3	106
English	1	0	2	2	0	0	3	3	1	1	0	0	6	3	0	22
Gifted	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2
Health	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Hearing Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Instruct Sys & Workforce Development	1	0	0	0	0	0	3	1	0	0	0	0	0	0	0	5
Library/Media	0	0	0	0	1	0	1	0	0	0	0	0	0	3	0	5
Literacy/Reading	0	1	0	0	0	1	0	1	0	2	0	0	4	2	0	11
Marketing	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Field or Specialty Area	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total
Mathematics	0	0	2	2	0	0	2	3	1	3	0	0	7	4	1	25
Music Education	0	0	3	2	0	0	2	15	0	1	0	0	5	6	0	34
Physical Education	0	0	1	3	0	0	5	8	0	4	0	4	2	2	4	33
Policy	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Psychology (Education/School)	0	0	0	1	1	0	1	5	0	2	0	0	0	5	0	15
Science	0	0	3	2	0	0	1	1	1	0	0	0	2	6	0	16
Secondary Education	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Social Studies/History	0	0	1	1	0	0	1	2	2	0	0	0	3	2	0	12
Special Education	1	0	1	5	0	1	0	12	0	2	0	0	15	8	2	47
Statistics	0	0	0	0	0	0	1	0	0	0	0	0	0	4	1	6
Teaching and Learning	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
World Language	0	0	1	0	0	0	0	0	1	0	0	0	0	5	0	7
Total	10	10	21	52	40	4	52	127	21	23	5	15	97	105	34	616

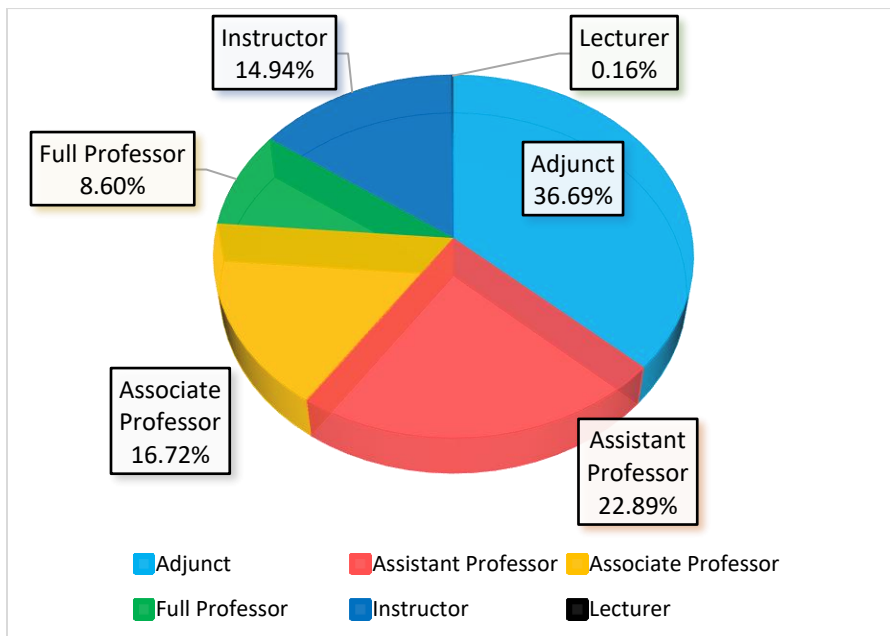
EPP Professional Education Faculty by Faculty Role

The following table shows teacher education faculty rank within the EPP. Each EPP provided information on faculty and the assignments within the programs. The adjunct position represented 36.69% (n=226) faculty members with assistant professor as the second largest position at 22.89% (n=141).

Table 126
2019-2020 EPP Faculty by Role

EPP	Adjunct	Asst. Professor	Associate Professor	Full Professor	Instructor	Lecturer	Total
ASU	3	3	2	2	0	0	10
BU	0	3	3	4	0	0	10
BMC	5	6	3	3	4	0	21
DSU	24	19	3	0	6	0	52
JSU	19	8	8	5	0	0	40
MIL	3	0	1	0	0	0	4
MC	23	13	7	7	2	0	52
MSU	48	16	16	8	38	1	127
MUW	6	3	4	3	5	0	21
MVSU	6	11	1	3	2	0	23
RC	0	1	3	1	0	0	5
TC	8	4	2	0	1	0	15
UM	49	19	24	3	2	0	97
USM	32	15	18	11	29	0	105
WCU	0	20	8	3	3	0	34
Total	226	141	103	53	92	1	616

Figure 64
2019-2020 EPP Faculty by Role



9%
EPP Faculty
Full Professor

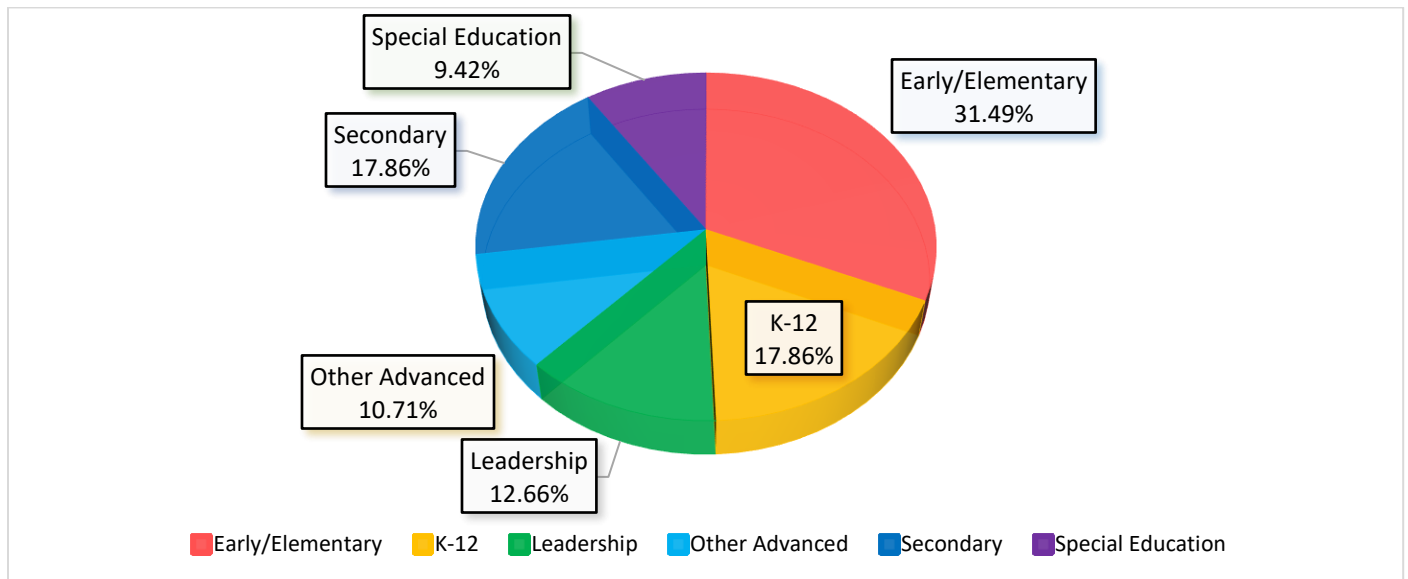
EPP Professional Education Faculty by Current Teaching Assignment

The following table shows the current teaching assignment for the EPP faculty across the 15 EPPs. Out of the 616 faculty, 194 were teaching in the Early Childhood and Elementary Education programs.

Table 127
2019-2020 EPP Faculty by Current Teaching Assignment

EPP	Early/ Elementary	K-12	Leadership	Other Advanced	Secondary	SPED	Total
ASU	0	8	0	2	0	0	10
BU	2	0	1	7	0	0	10
BMC	6	1	0	1	12	1	21
DSU	19	0	8	7	13	5	52
JSU	5	13	15	7	0	0	40
MIL	1	2	0	0	0	1	4
MC	18	0	11	10	9	4	52
MSU	39	44	6	1	21	16	127
MUW	10	3	2	0	6	0	21
MVSU	9	0	0	3	8	3	23
RC	2	0	0	1	2	0	5
TC	8	0	0	7	0	0	15
UM	45	5	14	0	18	15	97
USM	28	23	9	14	20	11	105
WCU	2	11	12	6	1	2	34
Total	194	110	78	66	110	58	616

Figure 65
2019-2020 EPP Faculty by Current Teaching Assignment



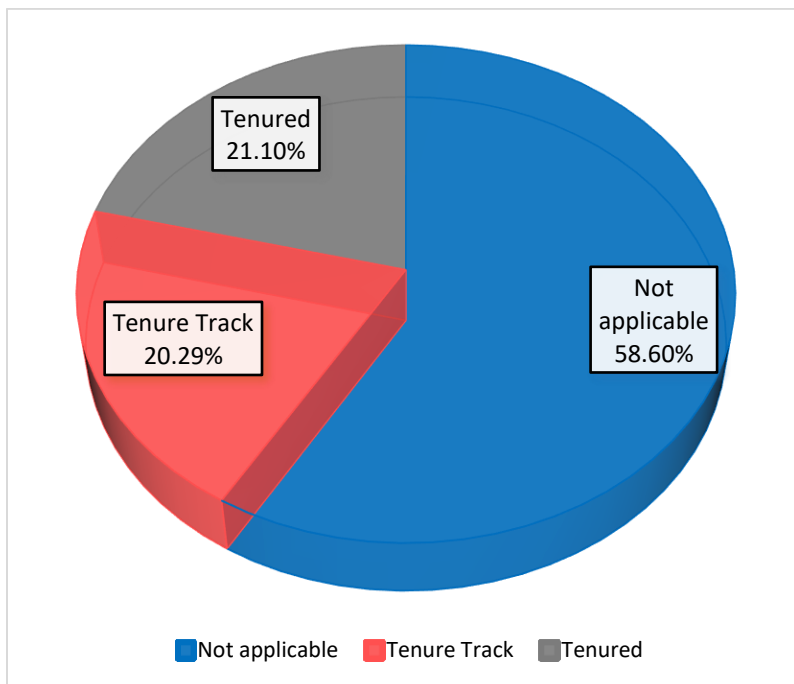
EPP Professional Education Faculty by Tenure Track

The following table shows the current tracks for the EPP education faculty.

Table 128
2019-2020 EPP Faculty by Tenure Track

EPP	Not Applicable	Tenure Track	Tenured	Total
ASU	3	5	2	10
BU	0	4	6	10
BMC	21	0	0	21
DSU	30	22	0	52
JSU	22	7	11	40
MIL	3	0	1	4
MC	26	0	26	52
MSU	96	12	19	127
MUW	13	2	6	21
MVSU	9	2	12	23
RC	0	1	4	5
TC	10	3	2	15
UM	62	6	29	97
USM	62	32	11	105
WCU	4	29	1	34
Total	361	125	130	616

Figure 66
2019-2020 EPP Faculty by Tenure Track



21%
Faculty
Members
Tenured

EPP Professional Education Faculty by Active Licensure

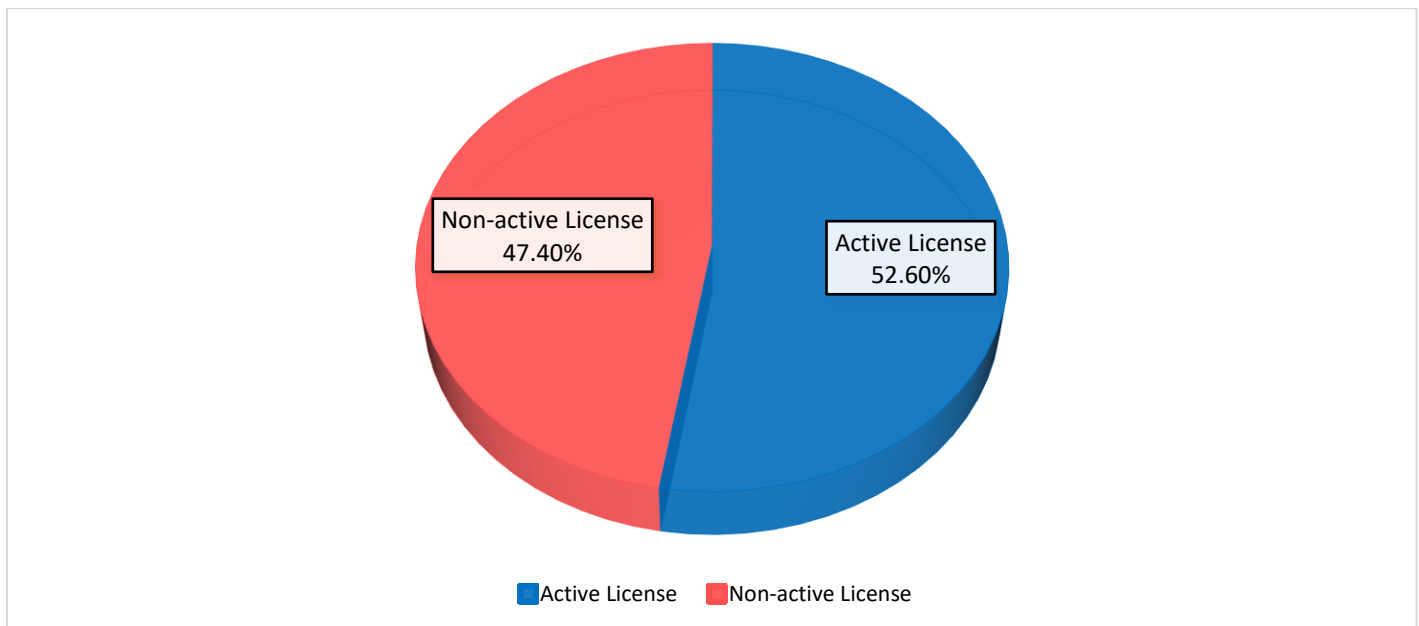
The following table shows the number of EPP education faculty across the 15 EPPs who hold licensure in the state. Out of the 616 faculty, 47.40% (n=292) faculty members do not have an active educator license and 52.60% (n=324) have active educator licenses.

Table 129
2019-2020 EPP Faculty by Active Licensure

EPP	No	Yes	Total
ASU	1	9	10
BU	4	6	10
BMC	6	15	21
DSU	28	24	52
JSU	22	18	40
MIL	1	3	4
MC	8	44	52
MSU	73	54	127
MUW	9	12	21
MVSU	14	9	23
RC	4	1	5
TC	15	0	15
UM	37	60	97
USM	67	38	105
WCU	3	31	34
Total	292	324	616

Active Licensure Certification is defined as currently holding Licensure within the state of Mississippi.

Figure 67
2019-2020 EPP Faculty by Active Licensure



EPP Education Faculty by Clinical Faculty

The following table shows the current clinical EPP faculty across the 15 EPPs. Out of the 616 faculty, 54.71% (n=337) faculty members were not identified as clinical faculty, and 45.29% (n=279) were identified as clinical faculty.

Table 130
2019-2020 EPP Clinical Faculty

EPP	Non-Clinical	Clinical	Total
ASU	1	9	10
BU	4	6	10
BMC	17	4	21
DSU	22	30	52
JSU	31	9	40
MIL	3	1	4
MC	19	33	52
MSU	70	57	127
MUW	11	10	21
MVSU	17	6	23
RC	4	1	5
TC	13	2	15
UM	62	35	97
USM	48	57	105
WCU	15	19	34
Total	337	279	616

Clinical Faculty is defined as EPP faculty member whose primary responsibilities are clinical supervision and/or clinical instruction.

Figure 68
2019-2020 EPP Clinical Faculty

