



# 2020

## **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 2020 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2018-2019 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 2018-2019 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***2018-2019 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	14	5	48	72	23	4	64	271	30	5	4	3	282	171	41	1037
Total Enrolled	20	16	44	248	61	12	NR	452	54	NR	NR	10	515	558	219	2209
Average Admittance Core Hours	32.43	71.00	53.85	39.24	48.70	44.00	89.39	45.28	79.97	40.80	44.00	53.67	45.73	97.95	44.00	57.76
Average Admittance GPA	3.48	3.87	3.38	3.43	3.38	■	3.66	3.46	3.51	3.38	■	■	3.33	3.27	3.43	3.40
Average Admittance ACT	22.75	24.50	23.13	23.33	23.25	■	24.59	24.27	22.71	22.20	■	■	24.30	23.01	23.00	23.84
Average Admittance SAT	1560.00	1225.00	1020.00	NA	1075.00	■	1293.33	NA	NA	NA	■	■	1089.38	1104.00	1200.00	1151.47
Average Admittance Praxis CORE Reading (5713)	167.00	170.00	166.44	173.22	165.43	■	169.14	169.40	174.00	NA	■	■	167.86	176.64	180.00	171.37
Average Admittance Praxis CORE Writing (5723)	161.00	166.00	168.44	165.11	164.57	■	167.71	165.20	162.00	NA	■	■	159.57	168.55	167.11	165.97
Average Admittance Praxis CORE Math (5733)	168.50	162.00	155.56	158.83	164.00	■	161.43	162.20	168.00	NA	■	■	165.50	164.18	158.33	164.37

*NA = Not Applicable**NR = Not Reported*

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 2***2018-2019 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	1	44	NA	12	45	NA	24	76	7	6	NA	NA	40	25	110	390
Total Enrolled	1	138	NA	30	NR	NA	NR	95	14	NR	NA	NA	80	29	376	763
Average Admittance Core Hours	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Average Admittance GPA	■	3.30	NA	3.25	3.15	NA	3.46	3.29	3.31	3.32	NA	NA	3.42	3.46	3.22	3.30
Average Admittance ACT	■	23.00	NA	23.67	22.24	NA	24.00	23.31	23.00	24.50	NA	NA	26.17	25.00	23.16	23.58
Average Admittance SAT	■	1190.00	NA	NA	1565.00	NA	1090.00	1200.00	NA	NA	NA	NA	1235.17	NA	NA	1256.03
Average Admittance Praxis CORE Reading (5713)	■	175.00	NA	171.33	168.56	NA	179.17	176.50	156.00	NA	NA	NA	198.00	189.67	172.69	176.32
Average Admittance Praxis CORE Writing (5723)	■	159.00	NA	164.00	166.78	NA	170.83	170.50	150.00	NA	NA	NA	188.00	172.00	160.03	166.79
Average Admittance Praxis CORE Math (5723)	■	168.44	NA	156.00	159.44	NA	178.83	158.63	162.00	NA	NA	NA	166.00	179.00	167.00	166.10

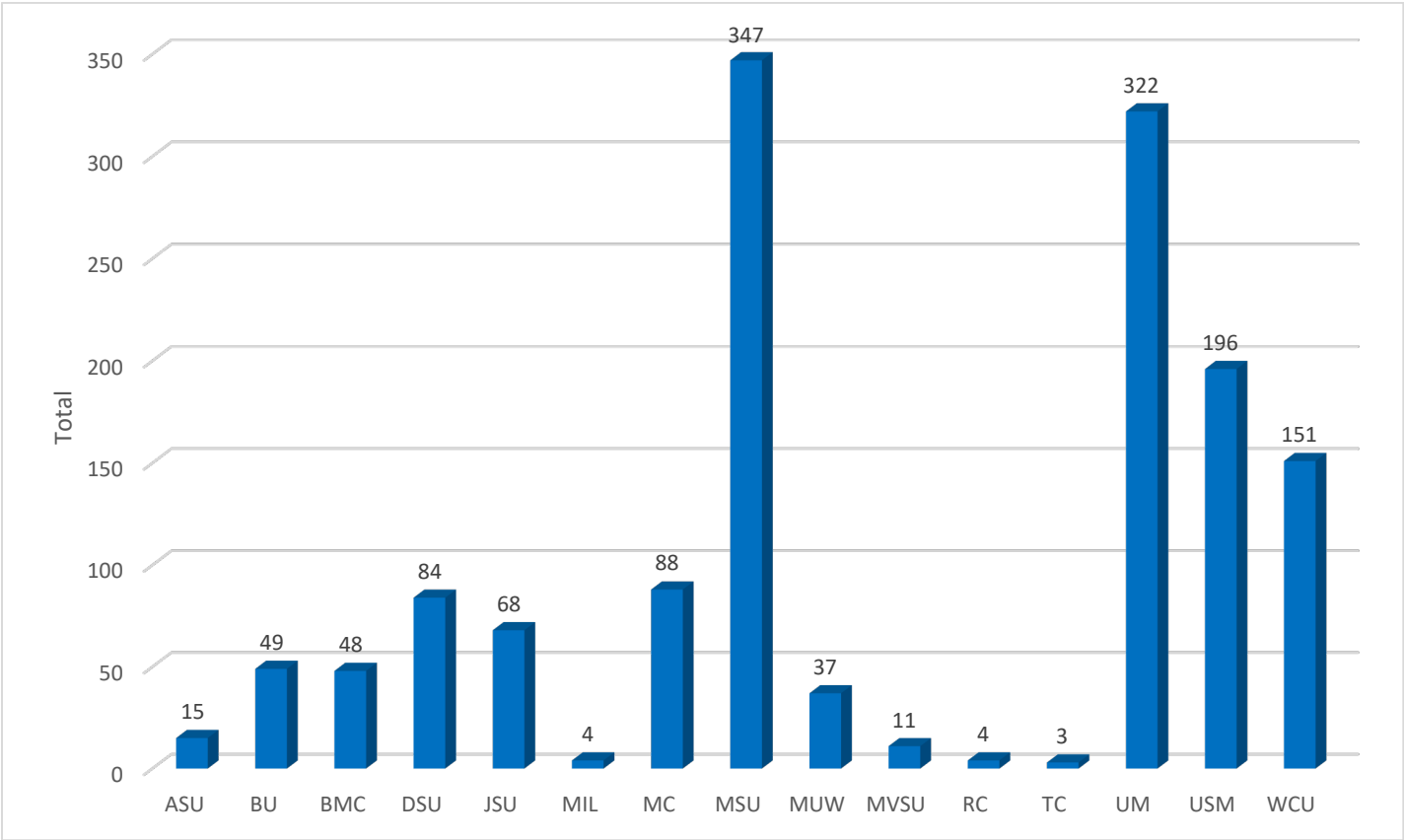
*NA = Not Applicable**NR = Not Reported*

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.



During the 2018-2019 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 1,427. There were 1,037 admitted to traditional preparation programs and 390 admitted to alternate route preparation programs.

**Figure 1**  
*2018-2019 Admitted Candidates by EPP*



The eight public EPPs admitted 1,080 candidates into their teacher education programs, which represented 75.68% of the total admitted into all Mississippi EPPs. The seven private EPPs admitted 349 students in 2018-2019 which represented 24.32% percent of the total number admitted.

1427

Total Admitted  
Candidates

1037

Traditional  
Preparation  
Admitted

390

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**

*2018-2019 Admitted Candidate-Public EPPs*

EPP	Traditional	Alternate	Total	% of All EPPs
ASU	14	1	15	1.05%
DSU	72	12	84	5.89%
JSU	23	45	68	4.77%
MSU	271	76	347	24.32%
MUW	30	7	37	2.59%
MVSU	5	6	11	0.77%
UM	282	40	322	22.56%
USM	171	25	196	13.74%
Total	868	212	1,080	75.68%

**76%**  
**Public  
EPPs**

**Table 4**

*2018-2019 Admitted Candidate-Private EPPs*

EPP	Traditional	Alternate	Total	% of All EPPs
BU	5	44	49	3.43%
BMC	48	NA	48	3.36%
MIL	4	NA	4	0.28%
MC	64	24	88	6.17%
RC	4	NA	4	0.28%
TC	3	0	3	0.21%
WCU	41	110	151	10.58%
Total	171	178	347	24.32%

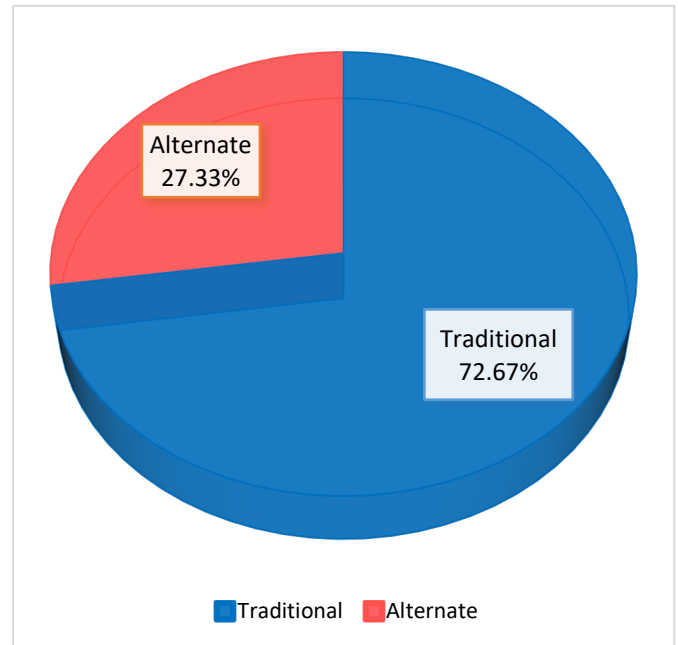
**24%**  
**Private  
EPPs**

During the 2018-2019 academic year, the total number of teacher candidates admitted into the 15 EPPs' programs statewide was 1,427. There were 1,037 admitted to traditional programs and 390 admitted to an alternate route program.

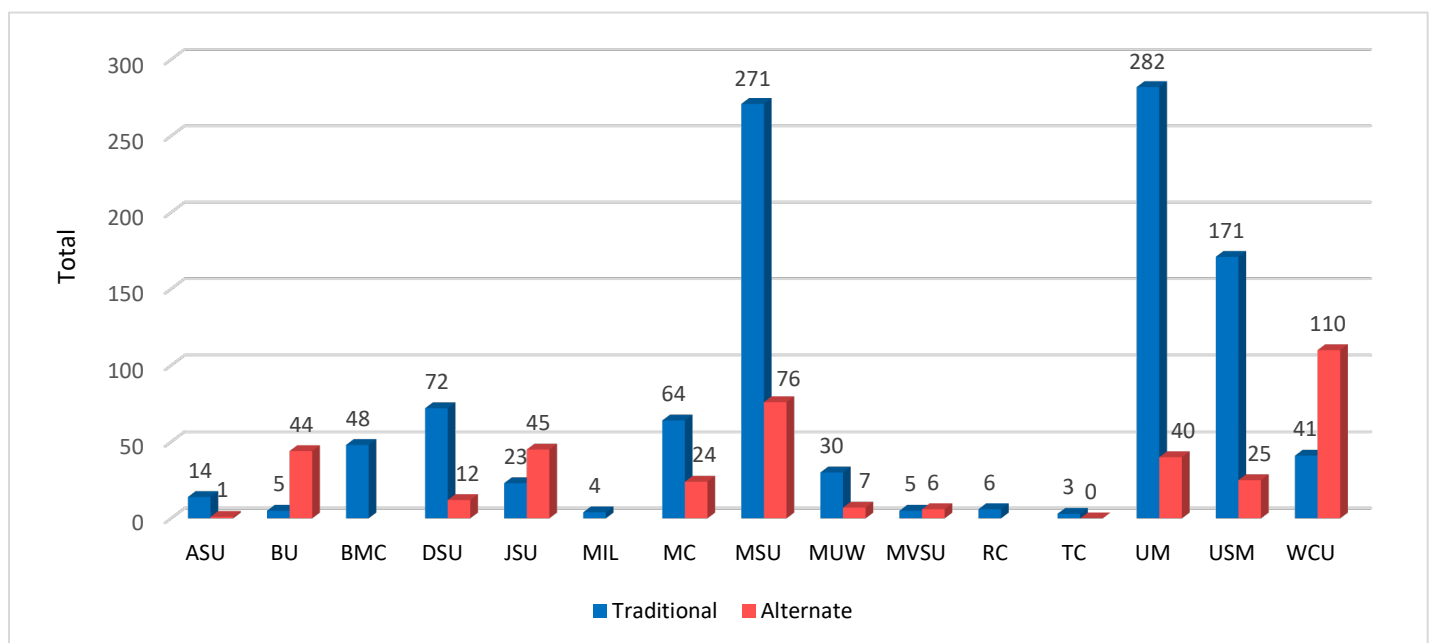
**Table 5**  
*2018-2019 Comparison of Preparation*

EPP	Traditional	Alternate	Total
ASU	14	1	15
BU	5	44	49
BMC	48	NA	48
DSU	72	12	84
JSU	23	45	68
MIL	4	NA	4
MC	64	24	88
MSU	271	76	347
MUW	30	7	37
MVSU	5	6	11
RC	6	NA	6
TC	3	0	3
UM	282	40	322
USM	171	25	196
WCU	41	110	151
Total	1037	390	1427

**Figure 2**  
*2018-2019 Comparison of Preparation*



**Figure 3**  
*2018-2019 Comparison of Preparation*



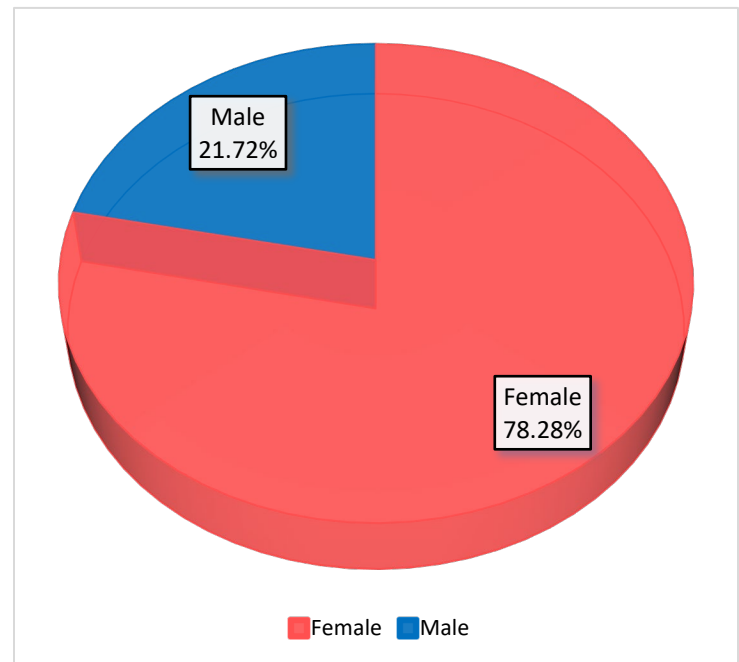
## Admitted Candidates by Gender

In 2018-2019, the 15 EPPs admitted a total of 1,427 candidates. Male candidates represented 21.72% (n=310) of the total admitted, while female candidates represented the majority admitted at 78.28% (n=1117).

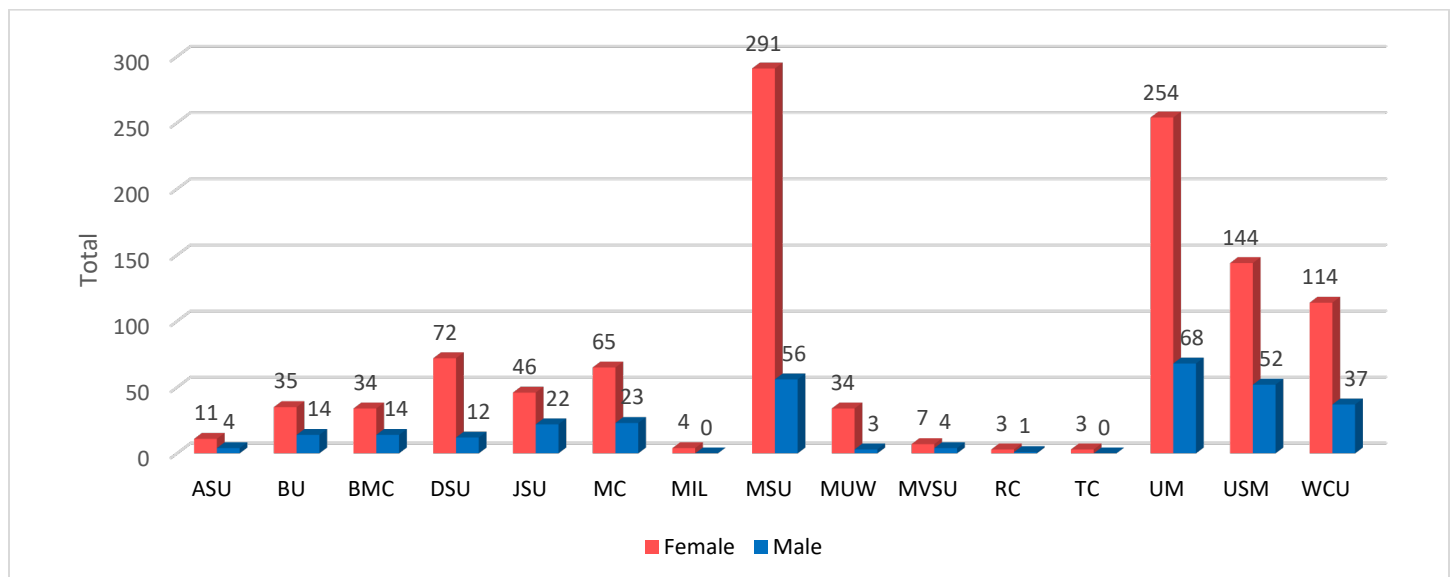
**Table 6**  
*2018-2019 Admitted Candidates by Gender*

EPP	Female	Male	Total
ASU	11	4	15
BU	35	14	49
BMC	34	14	48
DSU	72	12	84
JSU	46	22	76
MC	65	23	88
MIL	4	0	4
MSU	291	56	347
MUW	34	3	37
MVSU	7	4	11
RC	3	1	4
TC	3	0	3
UM	254	68	322
USM	144	52	196
WCU	114	37	151
Total	1117	310	1427
Percentage	78.28%	21.72%	100%

**Figure 4**  
*2018-2019 Admitted Candidates by Gender*



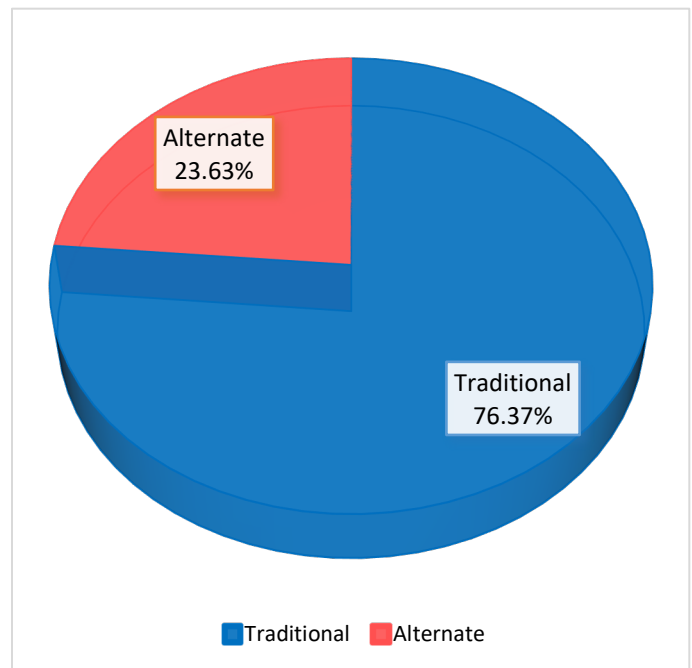
**Figure 5**  
*2018-2019 Admitted Candidates by Gender*



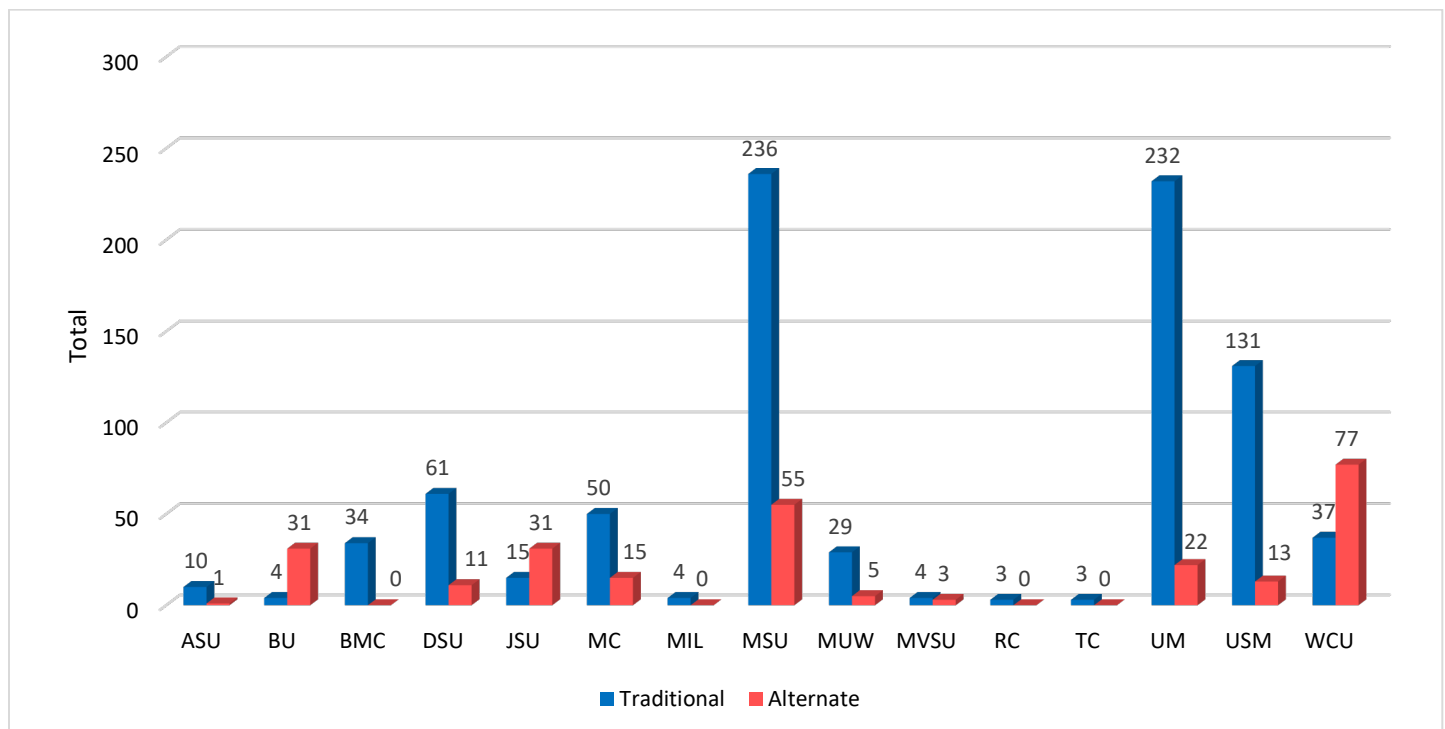
**Table 7**  
2018-2019 Admitted Female Candidates

EPP	Traditional	Alternate	Total
ASU	10	1	11
BU	4	31	35
BMC	34	NA	34
DSU	61	11	72
JSU	15	31	52
MC	50	15	65
MIL	4	NA	4
MSU	236	55	291
MUW	29	5	34
MVSU	4	3	7
RC	3	NA	4
TC	3	0	3
UM	232	22	254
USM	131	13	144
WCU	37	77	114
Total	853	264	1117
Percentage	76.37%	23.63%	100%

**Figure 6**  
2018-2019 Admitted Female Candidates



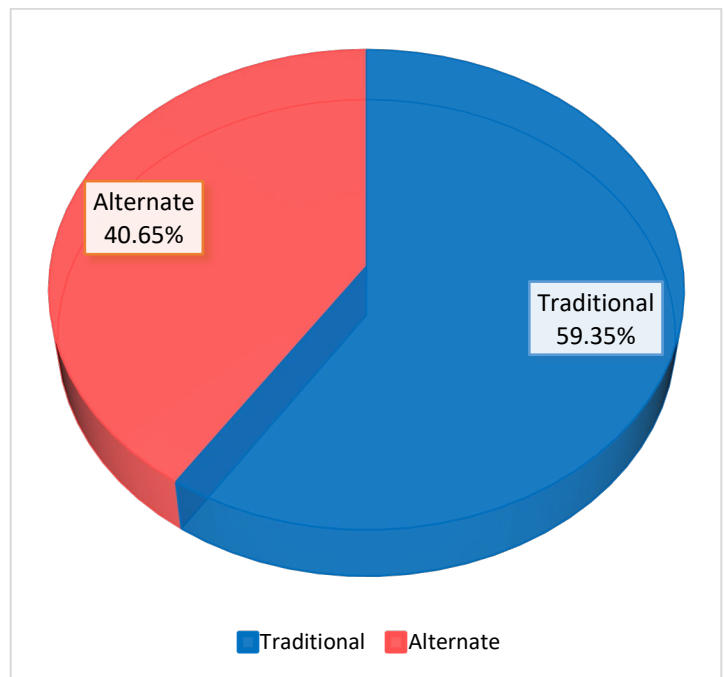
**Figure 7**  
2018-2019 Admitted Female Candidates



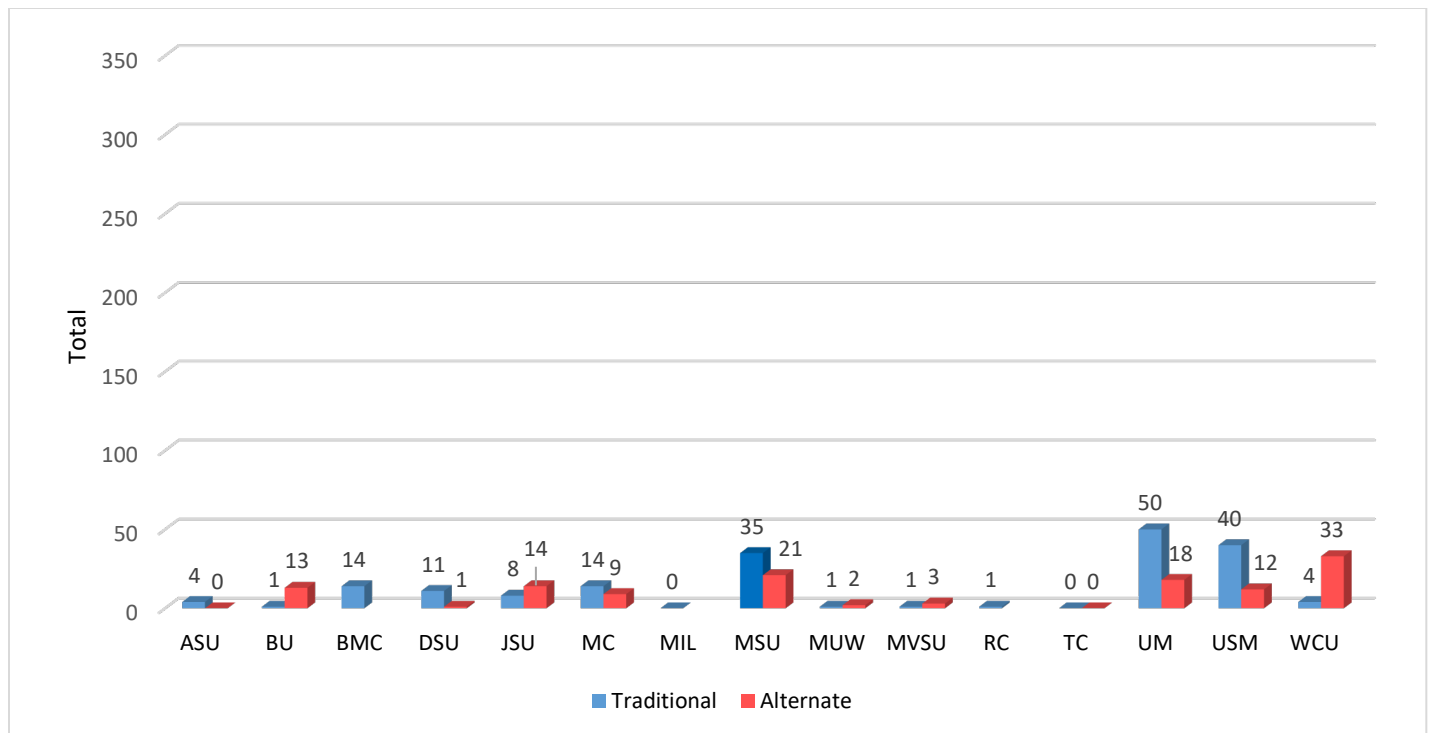
**Table 8**  
2018-2019 Admitted Male Candidates

EPP	Traditional	Alternate	Total
ASU	4	0	4
BU	1	13	14
BMC	14	NA	14
DSU	11	1	12
JSU	8	14	22
MC	14	9	23
MIL	0	NA	0
MSU	35	21	56
MUW	1	2	3
MVSU	1	3	4
RC	1	NA	1
TC	0	0	0
UM	50	18	68
USM	40	12	52
WCU	4	33	37
Total	184	126	310
Percentage	59.35%	40.65%	100%

**Figure 8**  
2018-2019 Admitted Male Candidates



**Figure 9**  
2018-2019 Admitted Male Candidates



## Admitted Candidate Data by Ethnicity

In 2018-2019, the 15 EPPs admitted a total of 1,427 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

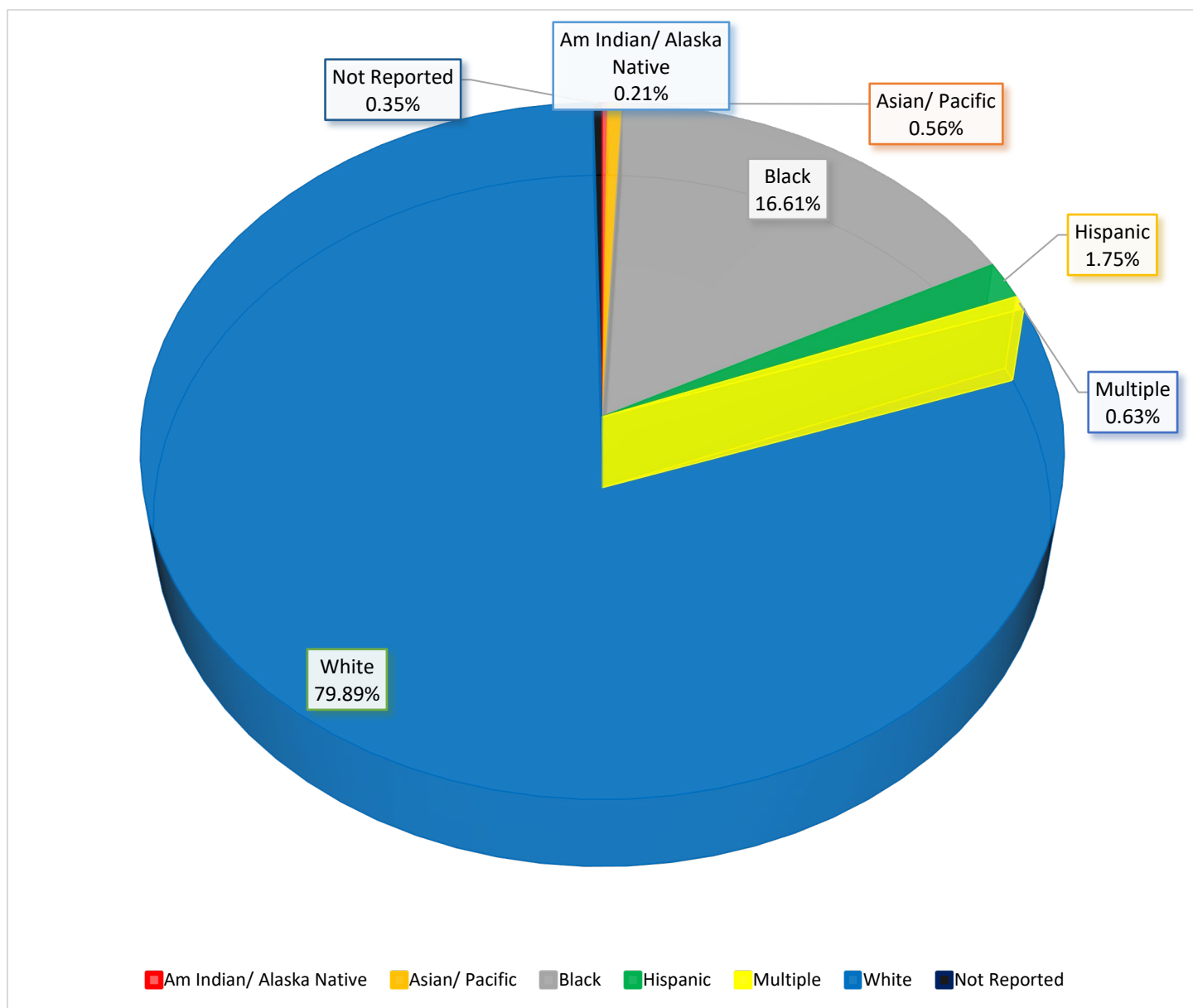
- American Indian/Alaskan Native
- Asian/Pacific
- Black
- Hispanic
- Multiple
- White
- Not Reported

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**  
*2018-2019 Admitted Candidates by Ethnicity*

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	11	0	0	4	0	15
BU	0	0	23	0	1	25	0	49
BMC	0	0	2	2	0	44	0	48
DSU	0	0	9	0	1	74	0	84
JSU	1	0	61	1	0	5	0	68
MC	0	3	10	0	0	75	0	88
MIL	0	1	1	0	0	2	0	4
MSU	1	2	23	5	3	308	5	347
MUW	0	0	14	0	0	23	0	37
MVSU	0	0	9	1	0	1	0	11
RC	0	0	4	0	0	0	0	6
TC	0	0	3	0	0	0	0	3
UM	0	2	15	8	3	294	0	322
USM	0	0	23	3	1	169	0	196
WCU	1	0	29	5	0	116	0	151
Total	3	8	237	25	9	1140	5	1427
Percent	0.21%	0.56%	16.61%	1.75%	0.63%	79.89%	0.35%	100%

**Figure 10**  
*2018-2019 Admitted Candidates by Ethnicity*





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

**Table 10**  
*2018-2019 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	10	1	0	0	0	0	4	0	0	0	14	1
BU	0	0	0	0	0	23	0	0	1	0	4	21	0	0	5	44
BMC	0	NP	0	NP	2	NP	2	NP	0	NP	44	NP	0	NP	48	NP
DSU	0	0	0	0	5	4	0	0	1	0	66	8	0	0	72	12
JSU	0	1	0	0	20	41	1	0	0	0	2	3	0	0	23	45
MC	0	0	1	2	4	6	0	0	0	0	59	16	0	0	64	24
MIL	0	NP	1	NP	1	NP	0	NP	0	NP	2	NP	0	NP	4	NP
MSU	1	0	2	0	17	6	4	1	1	2	241	67	5	0	271	76
MUW	0	0	0	0	11	3	0	0	0	0	19	4	0	0	30	7
MVSU	0	0	0	0	4	5	1	0	0	0	0	1	0	0	5	6
RC	0	NP	0	NP	4	NP	0	NP	0	NP	0	NP	0	NP	4	NP
TC	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3	0
UM	0	0	1	1	10	5	5	3	3	0	263	31	0	0	282	40
USM	0	0	0	0	21	2	3	0	1	0	146	23	0	0	171	25
WCU	0	1	0	0	2	27	2	3	0	0	37	79	0	0	41	110
Total	1	2	5	3	114	123	18	7	7	2	887	253	5	0	1037	390

*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.

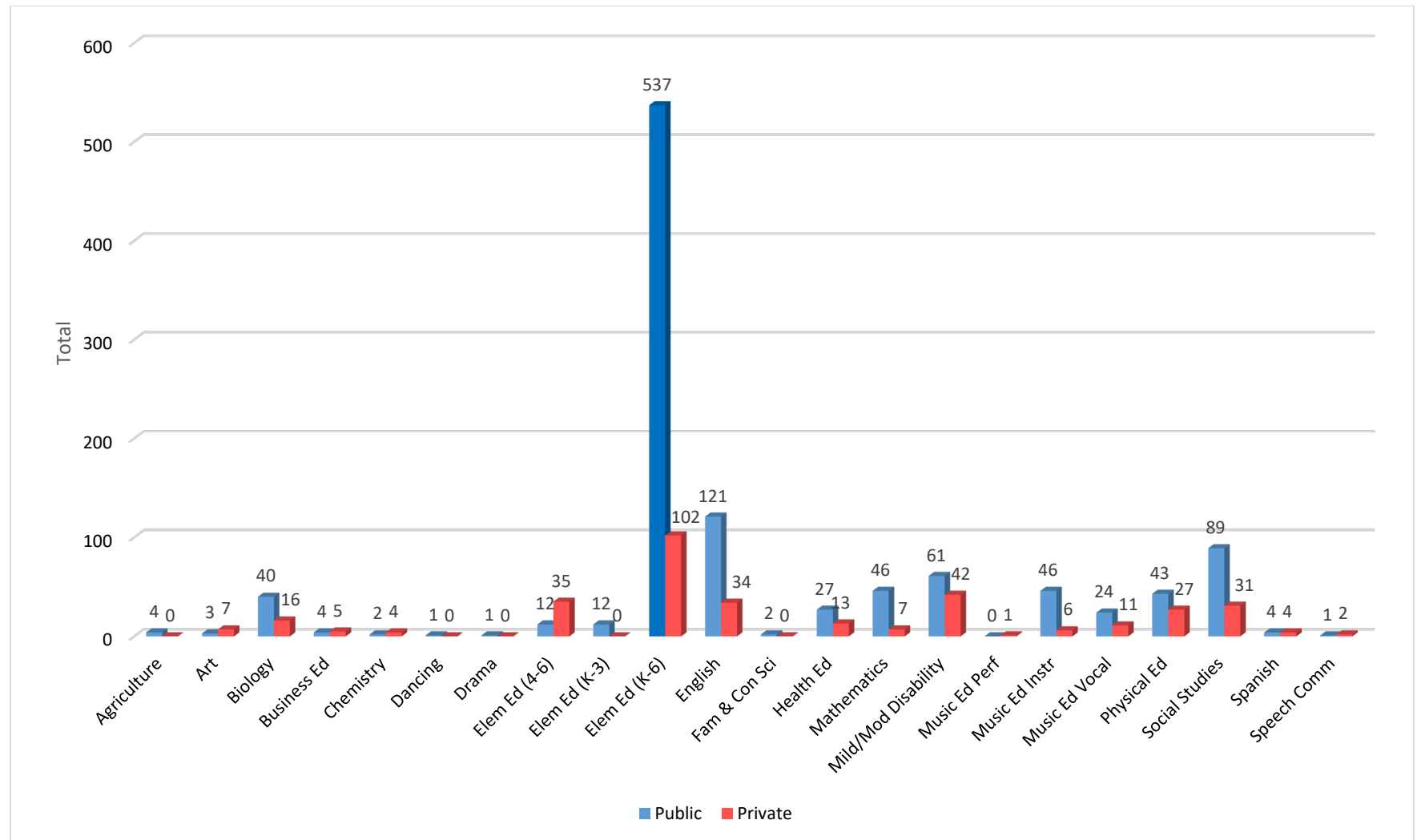
**Table 11**

*2018-2019 Admitted Candidates by Area of Licensure - Public and Private Comparisons*

Area of Licensure	Public	Private	Total
Agriculture	4	0	4
Art	3	7	10
Biology (7-12)	40	16	54
Business Education	4	5	9
Chemistry (7-12)	2	4	6
Dancing (K-12) Performing Arts	1	0	1
Drama (K-12) Performing Arts	1	0	1
Elementary Education (4-6)	12	35	47
Elementary Education (K-3)	12	0	13
Elementary Education (K-6)	537	102	639
English (7-12)	121	34	155
Family & Consumer Science (7-12)	2	0	2
Health Education (K-12)	27	13	40
Mathematics (7-12)	46	7	53
Mild/Moderate Disability (K-12)	61	42	103
Music Ed. (K-12) Performing Arts	0	1	1
Music Ed. Instrumental (K-12)	46	6	52
Music Ed. Vocal (K-12)	24	11	35
Physical Education (K-12)	43	27	70
Social Studies (7-12)	89	31	120
Spanish (K-12)	4	4	8
Speech Communication (7-12)	1	2	3
Total	1080	347	1427

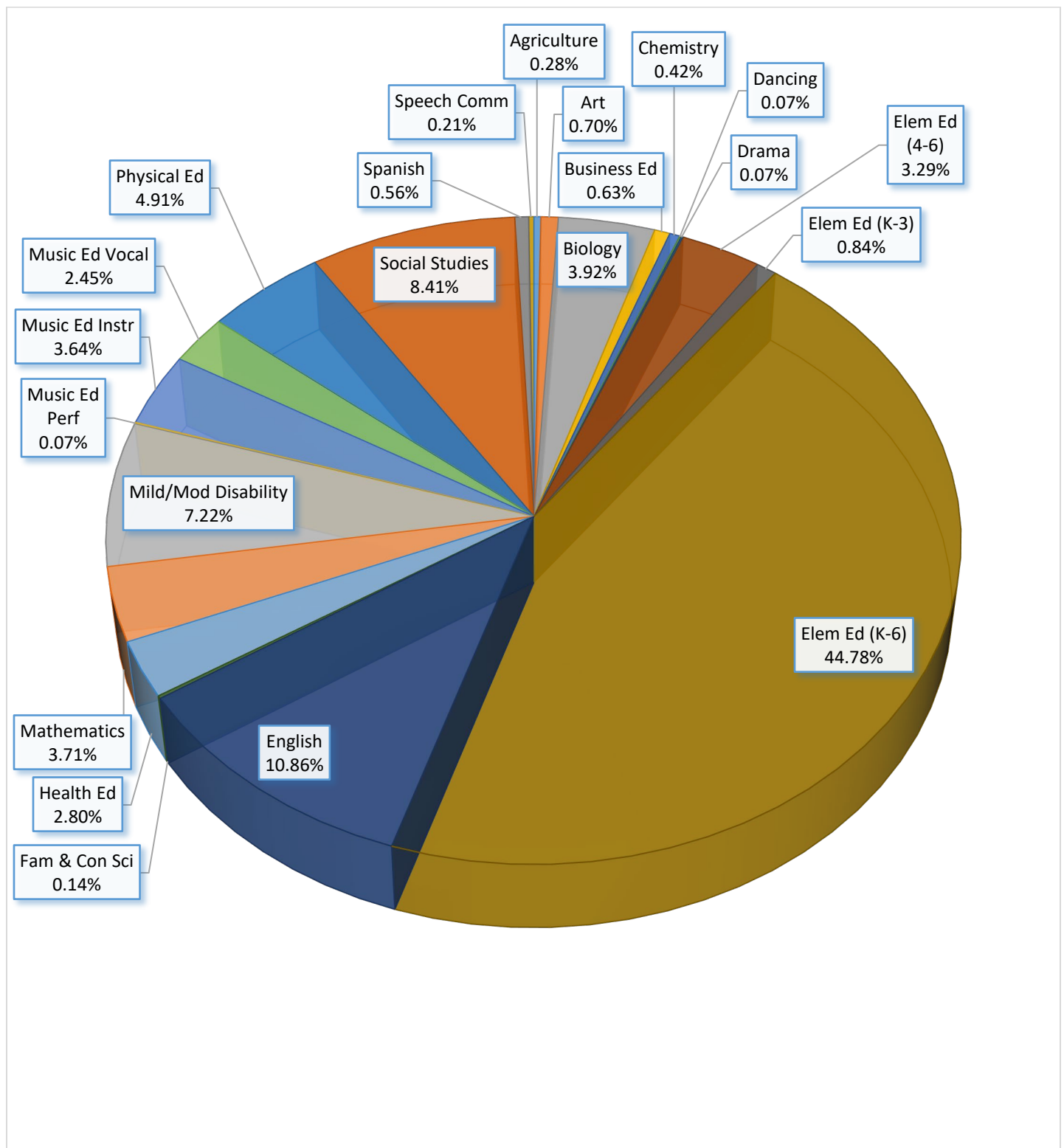
**Figure 11**

*2018-2019 Admitted Candidates by Area of Licensure - Public and Private Comparisons*



**Figure 12**

*2018-2019 Admitted Candidates by Area of Licensure - Public and Private Comparisons*



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=537) followed by English 7-12 (n=121).

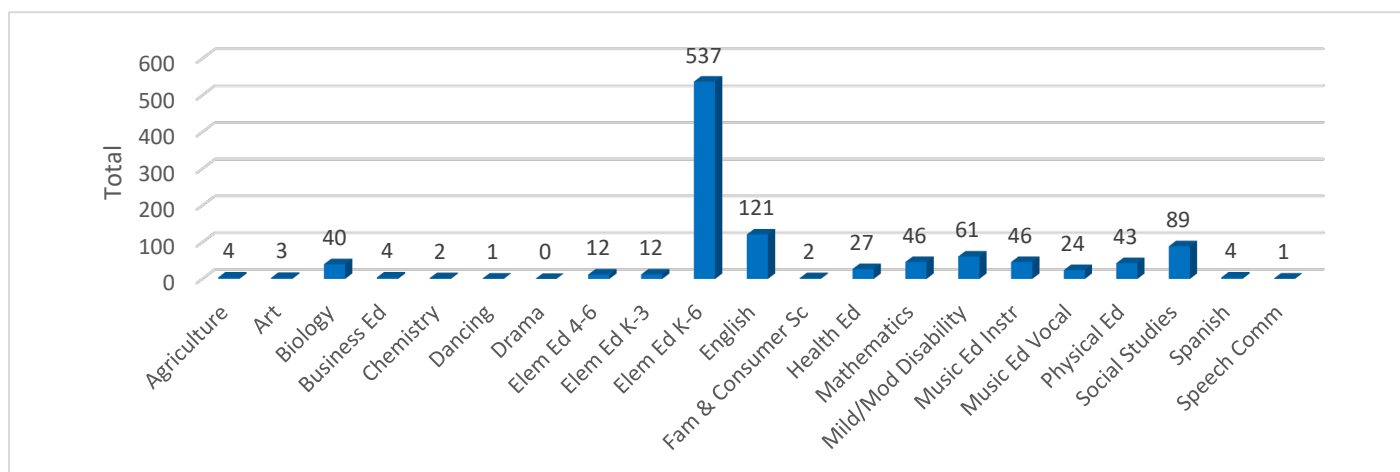
**Table 12**

*2018-2019 Admitted 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	4	0	0	0	0	4	0.37%
Art K-12	0	1	0	0	1	0	0	1	3	0.28%
Biology 7-12	1	3	1	12	1	2	12	8	40	3.70%
Business Education 7-12	0	0	4	0	0	0	0	0	4	0.37%
Chemistry 7-12	0	0	0	0	0	0	0	2	2	0.19%
Dancing K-12	0	0	0	0	0	0	0	1	1	0.09%
Drama K-12	0	0	0	0	1	0	0	0	0	0.09%
Elementary Education 4-6	0	5	6	0	0	1	0	0	12	1.11%
Elementary Education K-3	0	0	1	11	0	0	0	0	12	1.11%
Elementary Education K-6	1	48	12	158	25	2	187	104	537	49.72%
English 7-12	3	6	5	37	4	1	48	17	121	11.20%
Fam & Consumer Sc 7-12	0	0	0	2	0	0	0	0	2	0.19%
Health Education K-12	0	1	24	0	1	0	0	1	27	2.50%
Mathematics 7-12	1	1	2	13	0	1	23	5	46	4.26%
Mild/Mod Disability K-12	0	0	1	47	0	0	12	1	61	5.65%
Music Ed. Instrumental K-12	2	5	6	9	0	0	9	15	46	4.26%
Music Ed. Vocal K-12	1	4	0	6	0	0	5	8	24	2.22%
Physical Education K-12	2	7	4	18	1	3	0	8	43	3.98%
Social Studies 7-12	4	3	2	29	2	1	26	22	89	8.24%
Spanish K-12	0	0	0	1	0	0	0	3	4	0.37%
Speech Communication 7-12	0	0	0	0	1	0	0	0	1	0.09%
Total	15	84	68	347	37	11	322	196	1080	100%

**Figure 13**

*2018-2019 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 Elementary Education K-6 (n=102) followed by Mild/Moderate Disability K-12 (n=42).

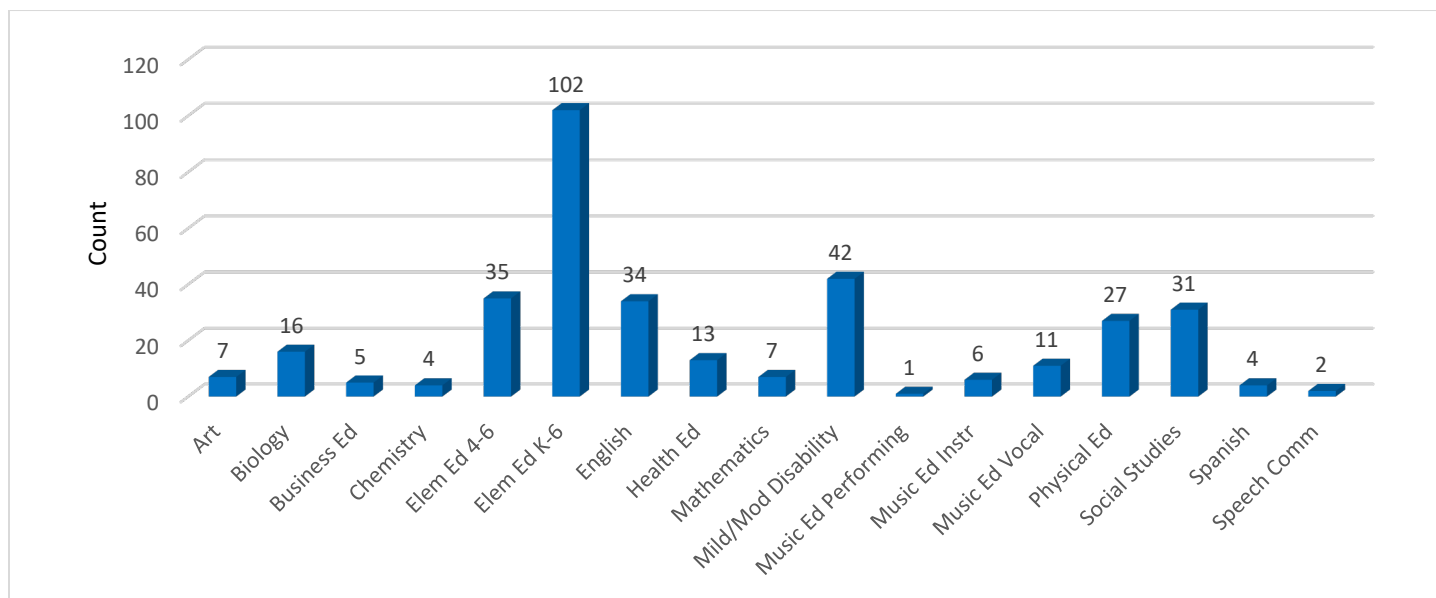
**Table 13**

*2018-2019 Admitted Candidates - Private EPPs by Area of Licensure*

Area of Licensure	BU	BMC	MC	MIL	RC	WCU	Total	%
Art K-12	2	0	6	0	0	1	7	2.02%
Biology 7-12	0	2	3	1	0	8	16	4.61%
Business Education 7-12	3	0	1	0	1	0	5	1.44%
Chemistry 7-12	0	0	3	0	0	1	4	1.15%
Elementary Education 4-6	11	0	1	0	0	23	35	10.09%
Elementary Education K-6	3	26	25	2	3	39	102	29.39%
English 7-12	3	1	16	1	0	13	34	9.80%
Health Education K-12	12	0	0	0	0	1	13	3.75%
Mathematics 7-12	0	1	3	0	0	3	7	2.02%
Mild/Mod Disability K-12	0	0	0	0	0	42	42	12.10%
Music Ed. Performing K-12	0	0	1	0	0	0	1	0.29%
Music Ed. Instrumental K-12	2	1	3	0	0	0	6	1.73%
Music Ed. Vocal K-12	0	1	10	0	0	0	11	3.17%
Physical Education K-12	8	2	6	0	0	11	27	7.78%
Social Studies 7-12	5	11	10	0	0	5	31	8.93%
Spanish K-12	0	2	0	0	0	2	4	1.15%
Speech Communication 7-12	0	0	0	0	0	2	2	0.58%
Total	49	48	88	4	4	151	346	100%

**Figure 14**

*2018-2019 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=639) was the largest program for traditional preparation; English 7-12 (n=75) was the largest program for alternate route preparation.

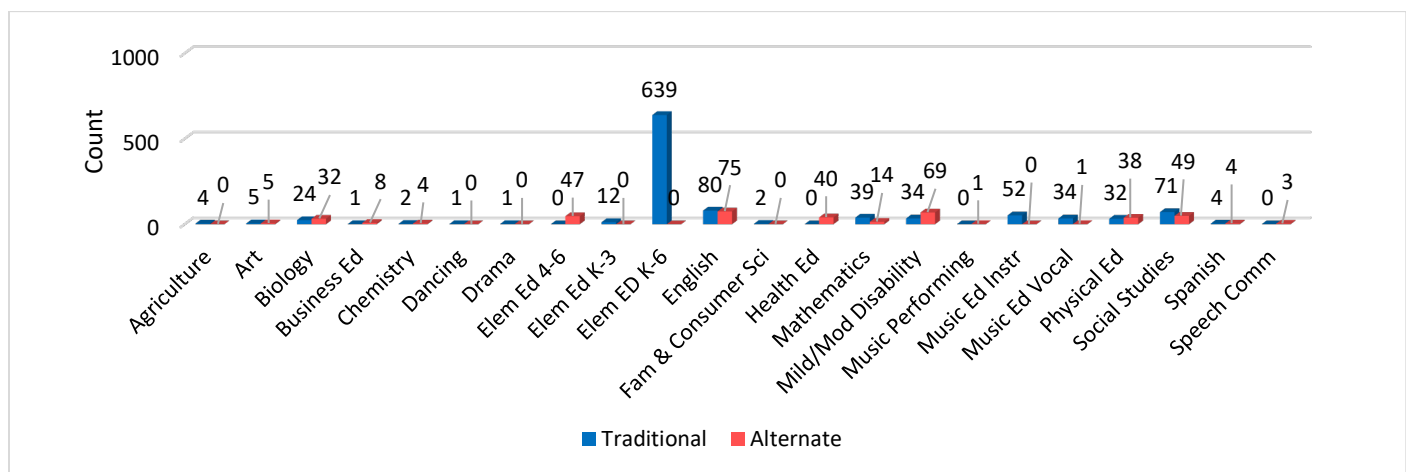
**Table 14**

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

Area of Licensure	Traditional	Alternate	Total
Agriculture 7-12	4	0	4
Art K-12	5	5	10
Biology 7-12	24	32	56
Business Education 7-12	1	8	9
Chemistry 7-12	2	4	6
Dancing K-12 Performing	1	0	1
Drama K-12 Performing	1	0	1
Elementary Education 4-6	0	47	47
Elementary Education K-3	12	0	12
Elementary Education K-6	639	0	639
English 7-12	80	75	155
Family & Consumer Science 7-12	2	0	2
Health Education K-12	0	40	40
Mathematics 7-12	39	14	53
Mild/Moderate Disability K-12	34	69	103
Music K-12 Performing	0	1	1
Music Ed. Instrumental K-12	52	0	52
Music Ed. Vocal K-12	34	1	35
Physical Education K-12	32	38	70
Social Studies 7-12	71	49	120
Spanish K-12	4	4	8
Speech Communication 7-12	0	3	3
Total	1037	390	1427

**Figure 15**

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



### Section III. Completer Candidate Data

The following data are reported for 2018-2019 EPP completers.

<b>Completer Candidates-Traditional Route</b>
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 1,343 candidates during the 2018-2019 academic year. Of the total completers, 71.93% (n=966) were from the eight public EPPs and 28.07% (n=377) were from the seven private EPPs.



**Table 15***2018-2019 Completer Data by EPP – Traditional Preparation*

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completed	12	5	32	63	30	4	56	243	24	2	0	1	233	221	59	985
Average Completer GPA	3.43	3.85	3.47	3.46	3.49	■	3.57	3.49	3.44	3.74	NA	■	3.52	3.47	3.69	3.49
Average Clinical Hrs. Completed (obv, pract, & ST)	617.50	744.00	763.38	982.97	480.00	■	608.00	640.00	560.00	640.00	NA	■	800.93	769.64	857.46	736.88
TIAI Average (US Summative) (0.00-3.00 scale)	2.07	2.79	2.72	2.57	2.53	■	2.64	2.86	2.63	2.68	NA	■	2.41	2.61	2.81	2.63
Disposition Average (CT Summative) (0.00-3.00 scale)	2.84	NR	2.93	2.85	2.38	■	2.76	2.95	2.93	3.00	NA	■	2.80	2.89	2.92	2.86
Foundation of Reading Score (090)	236.60	252.40	238.68	246.34	240.60	■	248.22	243.20	239.00	230.00	NA	■	245.54	245.70	245.39	244.54
Average Number of times attempted Foundations of Reading	3.00	1.00	1.45	1.71	1.84	■	1.27	1.92	1.50	2.00	NA	■	1.35	1.63	1.73	1.62
Average Number of times attempted Praxis Content Knowledge	2.42	1.00	1.38	1.29	1.00	■	1.15	1.19	1.91	1.00	NA	■	1.14	1.22	1.44	1.24
Average Number of times attempted Praxis PLT	1.24	1.00	1.16	1.13	1.00	■	1.04	1.16	1.14	1.00	NA	■	1.09	1.05	1.32	1.11

*NA = Not Applicable**NR = Not Reported*

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 16**  
**2018-2019 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	47	NA	6	24	NA	22	52	1	9	NA	NA	31	13	151	358
Average Completed GPA	■	3.41	NA	3.81	3.65	NA	3.54	3.70	■	3.45	NA	NA	3.85	3.79	3.65	3.66
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	2.75	2.73	NA	2.89	2.80	■	2.47	NA	NA	2.17	2.39	2.63	2.62
Disposition Average (US Summative) (0.00-3.00)	■	NR	NA	2.95	NR	NA	2.89	2.88	■	2.50	NA	NA	2.76	2.68	2.60	2.72
Foundation of Reading Score (090)	■	255.00	NA	254.50	255.00	NA	242.75	NR	■	237.25	NA	NA	NR	NA	240.25	246.35
Average Number of times attempted Foundations of Reading	■	NR	NA	1.25	NR	NA	NR	NR	■	NR	NA	NA	NR	NA	1.00	1.23
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

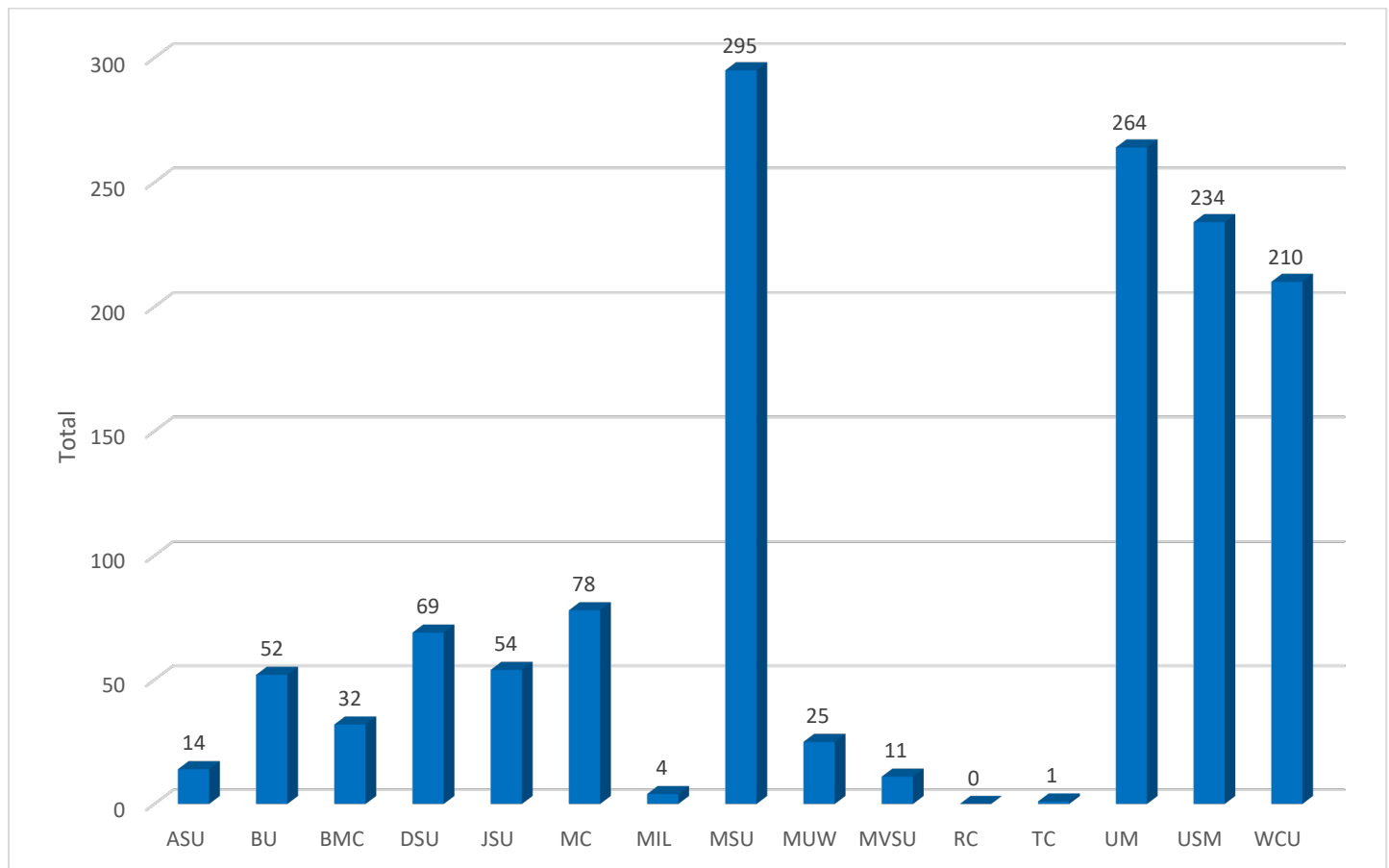
NR = not reported

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

## Completer Candidates by EPP

During the 2018-2019 academic year, the total number of teacher candidates who completed an EPP program statewide was 1,343. There were 985 candidates who completed a traditional preparation program and 358 who completed through an alternate route preparation program.

**Figure 16**  
*2018-2019 Completer Candidates by EPP*



The eight public EPPs had 966 candidates complete a teacher education program which represented 71.91% of the total number of completers. The seven private EPPs had 377 students complete a program which represented of 28.07% 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**

*2018-2019 Completer Candidates-Public EPPs*

Public EPP	Traditional	Alternate	Total	% of all EPPs
ASU	12	2	14	1.04%
DSU	63	6	69	5.14%
JSU	30	24	54	4.02%
MSU	243	52	295	21.97%
MUW	24	1	25	1.86%
MVSU	2	9	11	0.82%
UM	233	31	264	19.66%
USM	221	13	234	17.42%
Total Public	828	138	966	71.93%

**72%**  
**Public**  
**EPPs**

**Table 18**

*2018-2019 Completer Candidates-Private EPPs*

Private EPP	Traditional	Alternate	Total	% of all EPPs
BU	5	47	52	3.87%
BMC	32	0	32	2.38%
MC	56	22	78	5.81%
MIL	4	0	4	0.30%
RC	0	0	0	0.00%
TC	1	0	1	0.07%
WCU	59	151	210	15.64%
Total Private	157	220	377	28.07%

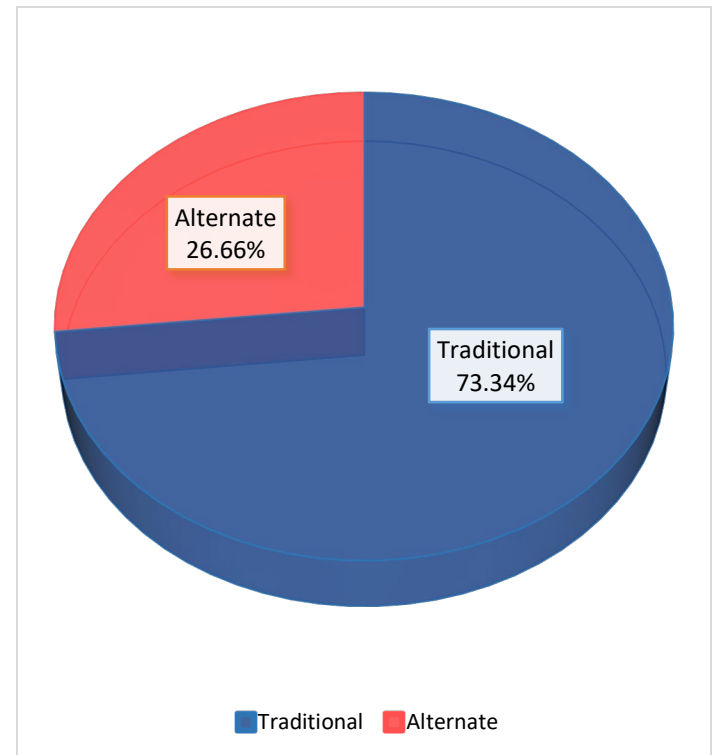
**28%**  
**Private**  
**EPPs**

During the 2018-2019 academic year, the total number of teacher candidates who completed an EPP program statewide was 1,343. There were 985 candidates who completed a traditional preparation program and 358 candidates who completed an alternate route preparation program.

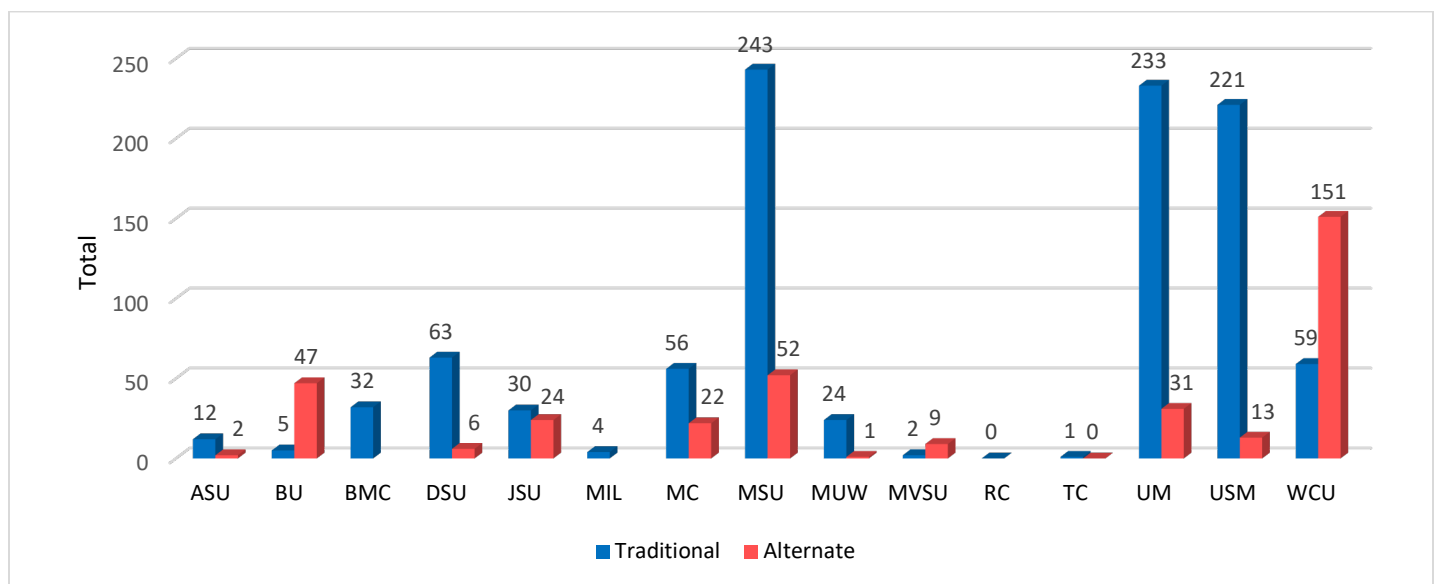
**Table 19**  
*2018-2019 Completer Traditional v. Alternate Route*

EPP	Traditional	Alternate	Total
ASU	12	2	14
BU	5	47	52
BMC	32	NA	32
DSU	63	6	69
JSU	30	24	54
MIL	4	NA	4
MC	56	22	78
MSU	243	52	295
MUW	24	1	25
MVSU	2	9	11
RC	0	NA	0
TC	1	0	1
UM	233	31	264
USM	221	13	234
WCU	59	151	210
Total	985	358	1343

**Figure 17**  
*2018-2019 Completer Traditional v. Alternate Route*



**Figure 18**  
*2018-2019 Completer Traditional v. Alternate Route*



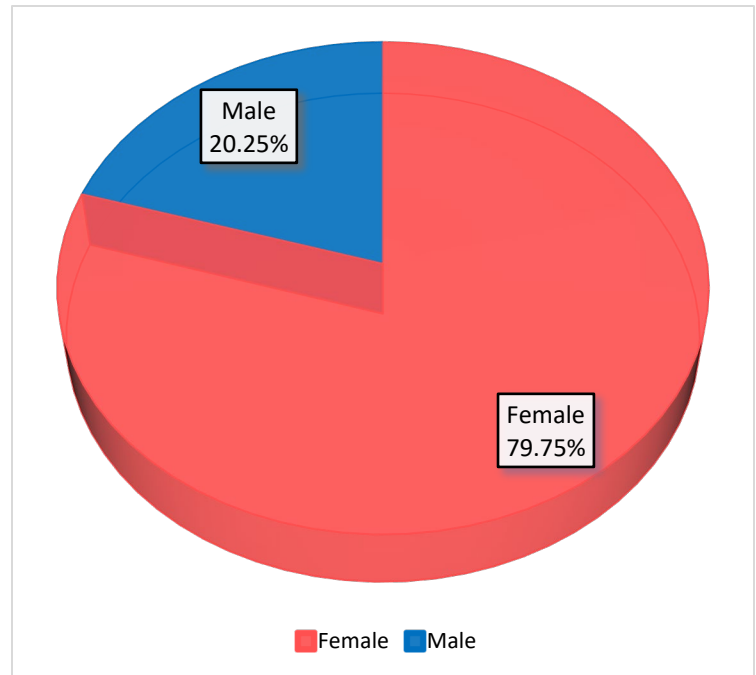
## Completer Candidate Data by Gender

In 2018-2019, the 15 EPPs had a total of 1,343 completer candidates. Males represented 20.25% (n=272) of the total completers, while females represented 79.75% (n=1071) of the total completers.

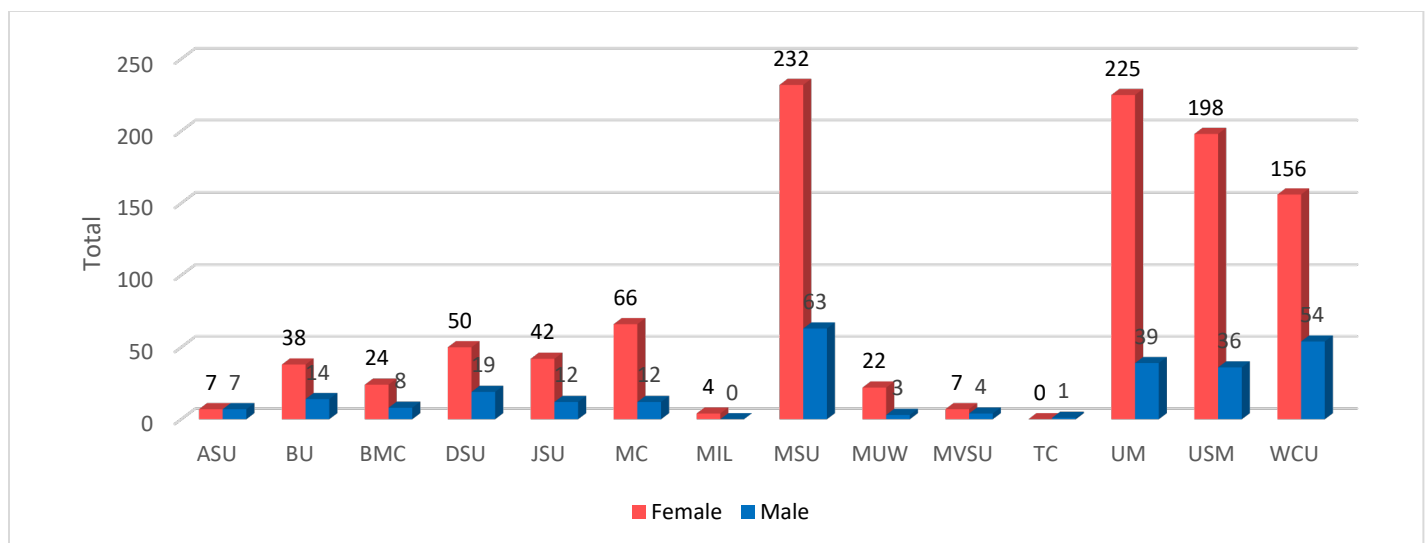
**Table 20**  
*2018-2019 Completers by Gender*

EPP	Female	Male	Total
ASU	7	7	14
BU	38	14	52
BMC	24	8	32
DSU	50	19	69
JSU	42	12	54
MC	66	12	78
MIL	4	0	4
MSU	232	63	295
MUW	22	3	25
MVSU	7	4	11
TC	0	1	1
UM	225	39	264
USM	198	36	234
WCU	156	54	210
Total	1071	272	1343

**Figure 19**  
*2018-2019 Completers by Gender*



**Figure 20**  
*2018-2019 Completers by Gender*

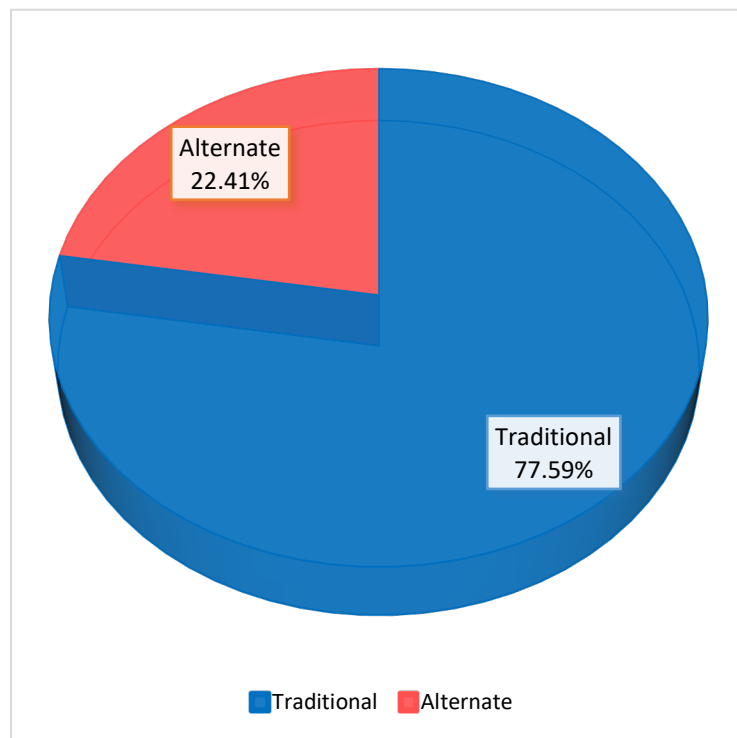


The following tables and figures represent female completer candidates.

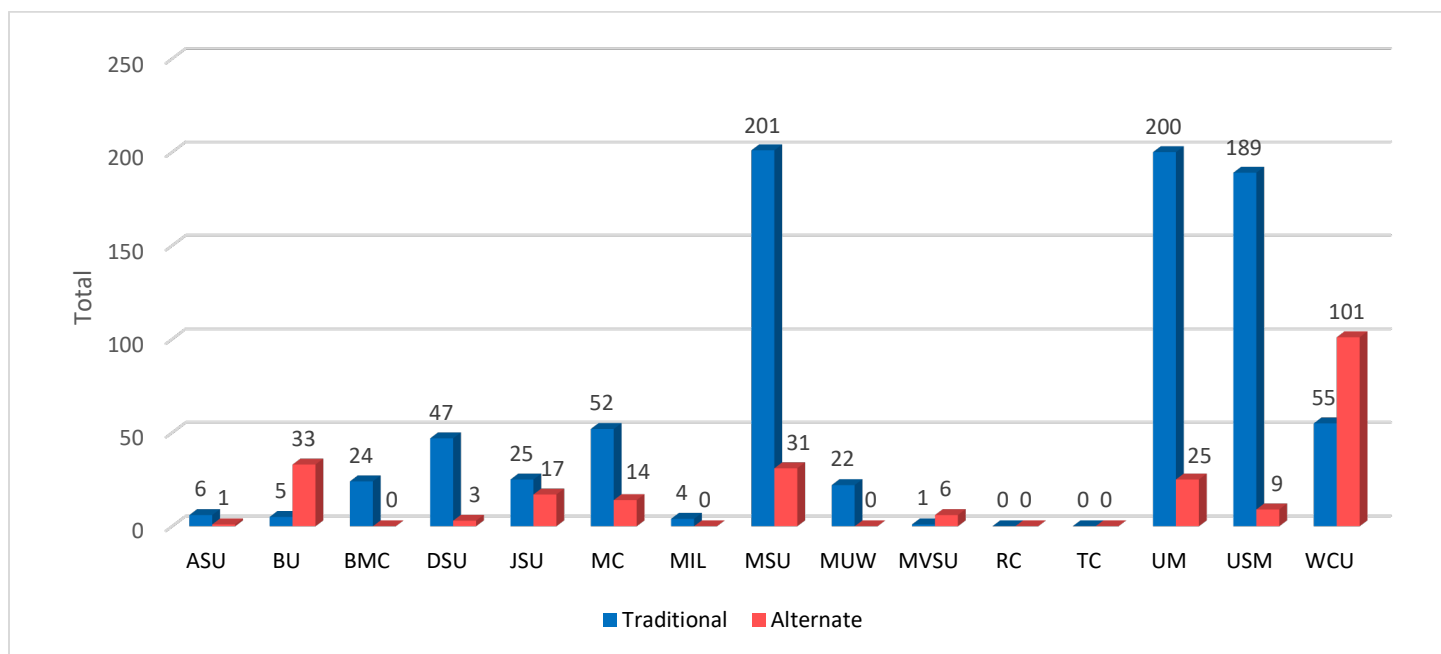
**Table 21**  
2018-2019 Female Completer Candidates

EPP	Traditional	Alternate	Total
ASU	6	1	7
BU	5	33	38
BMC	24	0	24
DSU	47	3	50
JSU	25	17	42
MC	52	14	66
MIL	4	0	4
MSU	201	31	232
MUW	22	0	22
MVSU	1	6	7
RC	0	0	0
TC	0	0	0
UM	200	25	225
USM	189	9	198
WCU	55	101	156
Total	831	240	1071
%	77.59%	22.41%	100%

**Figure 21**  
2018-2019 Female Completer Candidates



**Figure 22**  
2018-2019 Female Completer Candidates

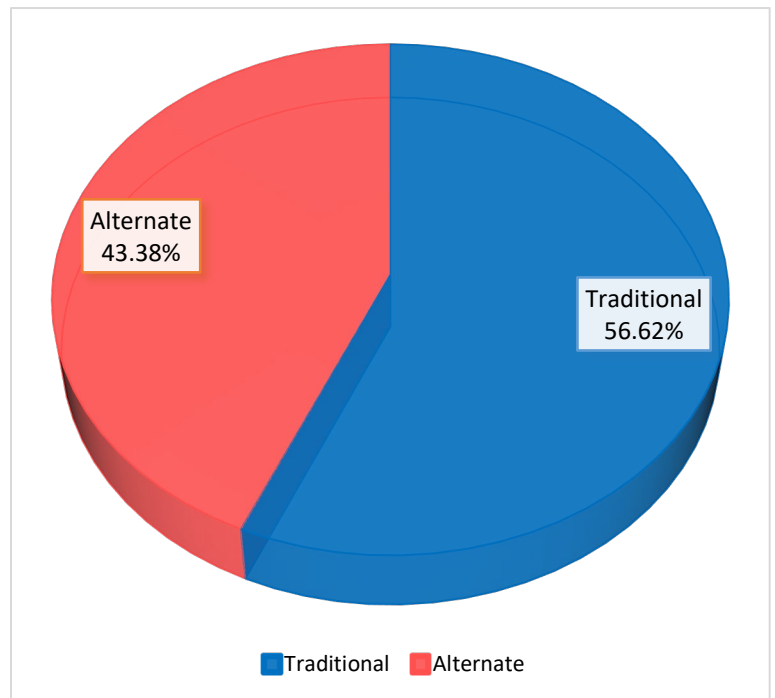


The following tables and figures represent male completer candidates.

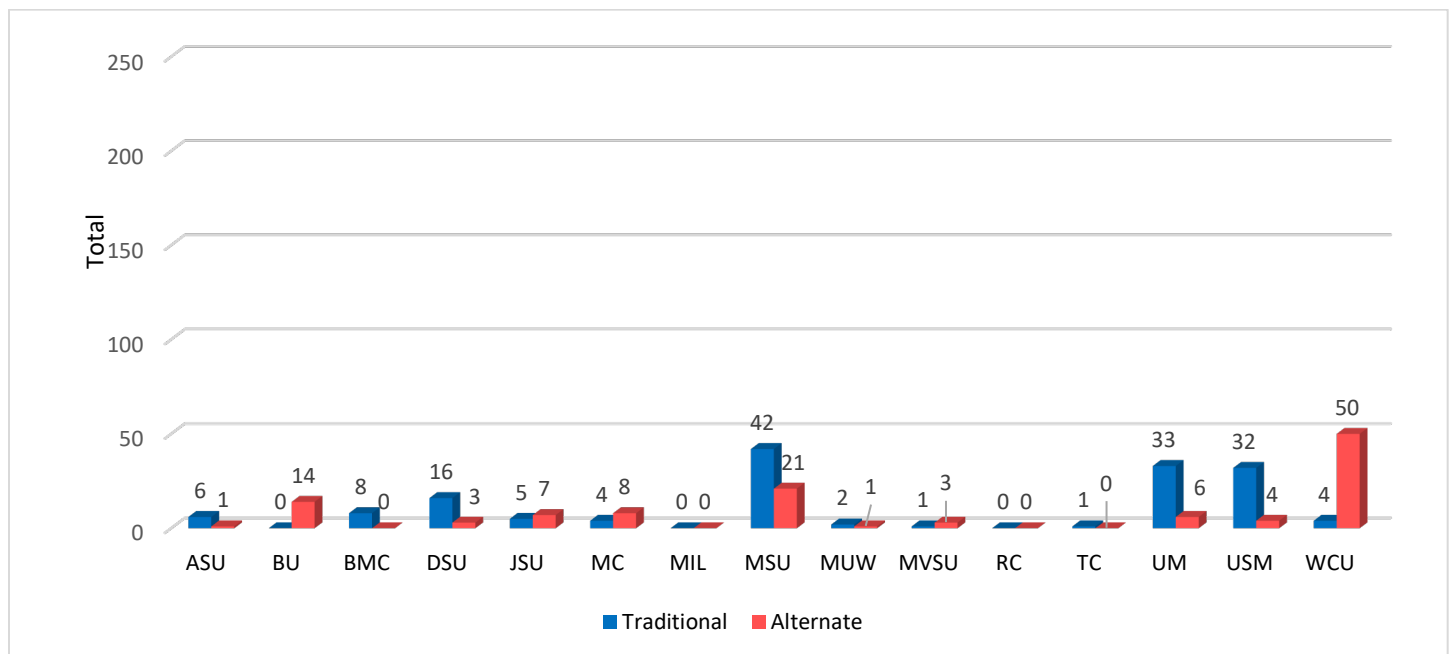
**Table 22**  
2018-2019 Male Completer Candidates

EPP	Traditional	Alternate	Total
ASU	6	1	7
BU	0	14	14
BMC	8	0	8
DSU	16	3	19
JSU	5	7	12
MC	4	8	12
MIL	0	0	0
MSU	42	21	63
MUW	2	1	3
MVSU	1	3	4
RC	0	0	0
TC	1	0	1
UM	33	6	39
USM	32	4	36
WCU	4	50	54
Total	154	118	272
%	56.62%	43.38%	100%

**Figure 23**  
2018-2019 Male Completer Candidates



**Figure 24**  
2018-2019 Male Completer Candidates





## Completer Candidate Data by Ethnicity

In 2018-2019, the 15 EPPs had a total of 1,343 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**  
*2018-2019 Completer Candidates by Ethnicity*

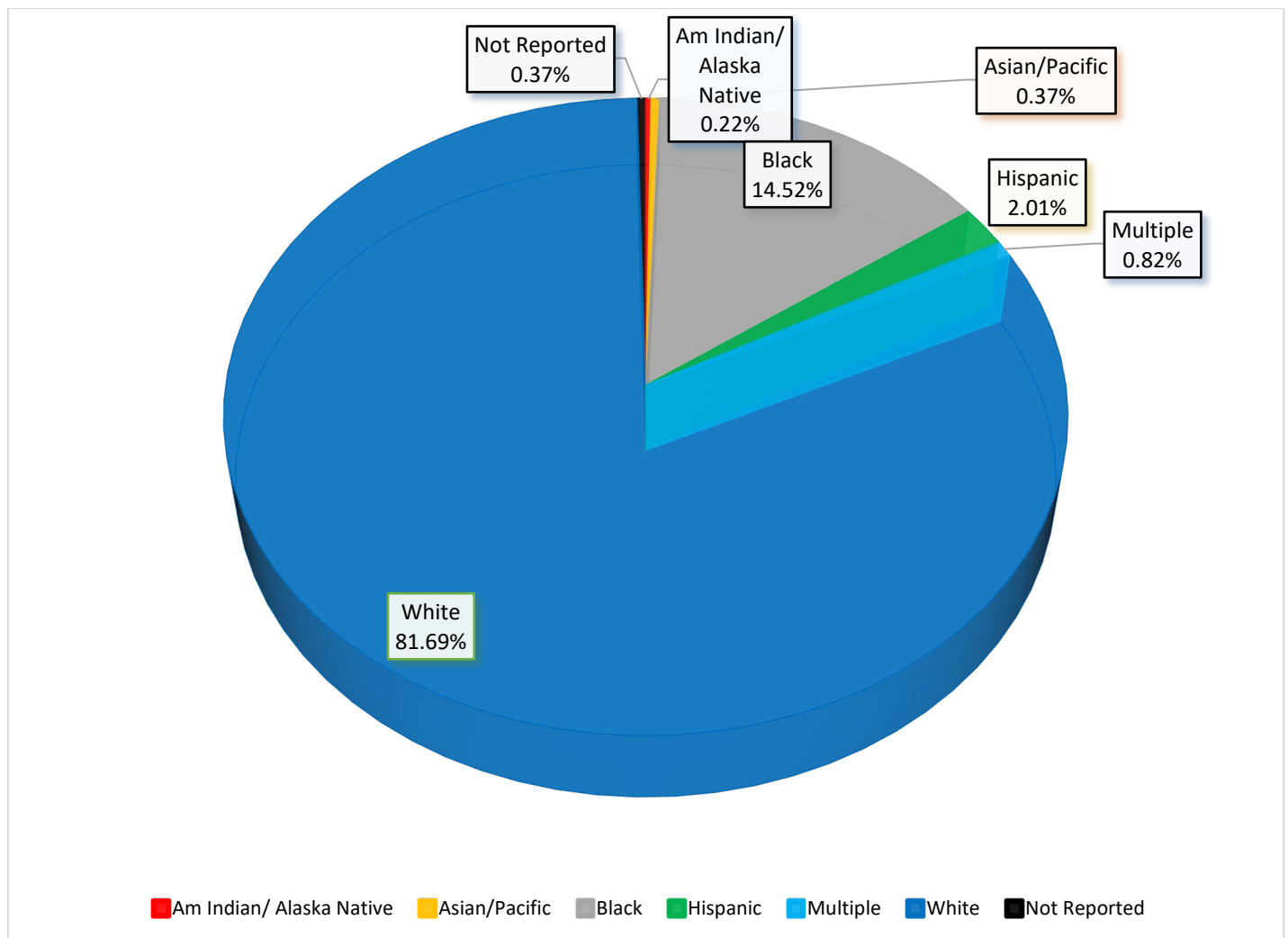
EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	12	0	0	2	0	14
BU	0	0	24	0	1	27	0	52
BMC	0	0	1	0	0	31	0	32
DSU	0	0	4	4	0	61	0	69
JSU	0	0	49	1	0	4	0	54
MC	0	0	9	0	0	69	0	78
MIL	0	0	2	0	0	2	0	4
MSU	2	0	25	3	0	262	3	295
MUW	0	0	3	0	0	22	0	25
MVSU	0	0	11	0	0	0	0	11
RC	0	0	0	0	0	0	0	0
TC	0	0	1	0	0	0	0	1
UM	0	2	7	5	3	247	0	264
USM	1	2	16	13	6	196	0	234
WCU	0	1	31	1	1	174	2	210
Total	3	5	195	27	11	1097	5	1343

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

**Table 24**  
2018-2019 Completer by Ethnicity

Ethnicity	Am Indian/ Alaska Native	Asian /Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Count	3	5	195	27	11	1097	5	1343
Percentage	0.22%	0.37%	14.52%	2.01%	0.82%	81.69%	0.37%	100%

**Figure 25**  
2018-2019 Completer by Ethnicity



**Table 25**  
*2018-2019 Completers by Ethnicity-Traditional Preparation*

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	10	0	0	2	0	12
BU	0	0	0	0	0	5	0	5
BMC	0	0	1	0	0	31	0	32
DSU	0	0	4	4	0	55	0	63
JSU	0	0	27	1	0	2	0	30
MC	0	0	2	0	0	54	0	56
MIL	0	0	2	0	0	2	0	4
MSU	1	0	12	2	0	225	3	243
MUW	0	0	3	0	0	21	0	24
MVSU	0	0	2	0	0	0	0	2
RC	0	0	0	0	0	0	0	0
TC	0	0	1	0	0	0	0	1
UM	0	2	6	4	3	218	0	233
USM	1	2	15	12	6	185	0	221
WCU	0	1	2	0	0	54	2	59
Total	2	5	87	23	9	854	5	985

**Table 26**  
*2018-2019 Completer Candidate by Ethnicity-Alternate Route Preparation*

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	2	0	0	0	0	2
BU	0	0	24	0	1	22	0	47
BMC	NA	NA	NA	NA	NA	NA	NA	NA
DSU	0	0	0	0	0	6	0	6
JSU	0	0	22	0	0	2	0	24
MC	0	0	7	0	0	15	0	22
MIL	NA	NA	NA	NA	NA	NA	NA	NA
MSU	1	0	13	1	0	37	0	52
MUW	0	0	0	0	1	0	0	1
MVSU	0	0	9	0	0	0	0	9
RC	NA	NA	NA	NA	NA	NA	NA	NA
TC	0	0	0	0	0	0	0	0
UM	0	0	1	1	0	29	0	31
USM	0	0	1	1	0	11	0	13
WCU	0	0	29	1	1	120	0	151
Total	1	0	108	4	2	243	0	358

## 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=498) followed by English 7-12 (n=93).

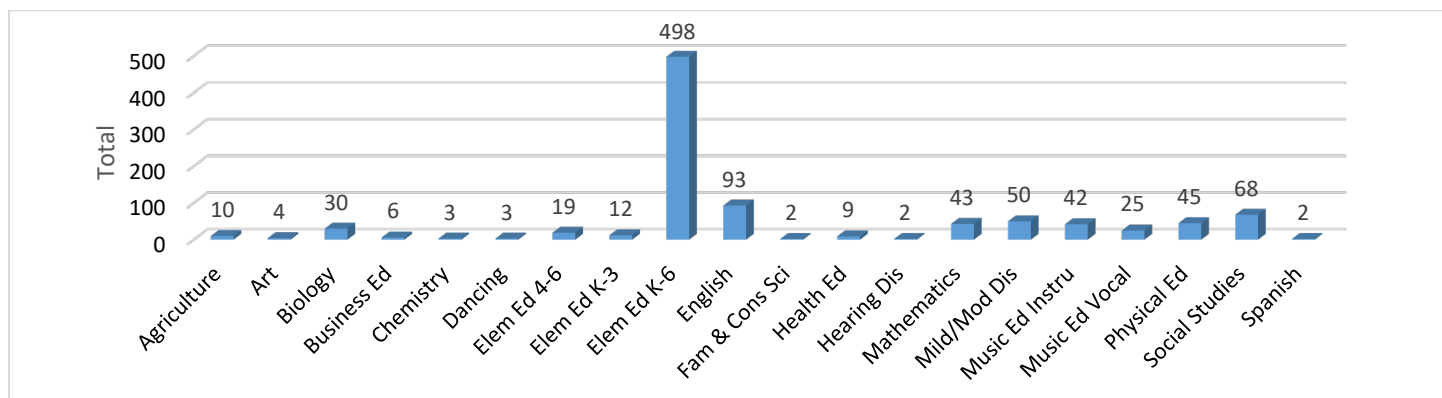
**Table 27**

*2018-2019 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	10	0	0	0	0	10	1.04%
Art K-12	0	0	1	1	2	0	0	0	4	0.41%
Biology 7-12	1	0	0	12	1	3	7	6	30	3.11%
Business Education 7-12	0	0	2	4	0	0	0	0	6	0.62%
Chemistry 7-12	0	0	0	0	0	0	2	1	3	0.31%
Dancing K-12	0	0	0	0	0	0	0	3	3	0.31%
Elementary Education 4-6	1	4	6	4	0	4	0	0	19	1.97%
Elementary Education K-3	0	0	0	12	0	0	0	0	12	1.24%
Elementary Education K-6	5	38	25	119	13	1	157	140	498	51.55%
English 7-12	0	5	1	31	3	1	34	18	93	9.63%
Fam & Consumer Sci 7-12	0	0	0	1	0	0	0	1	2	0.21%
Health Education K-12	0	0	8	0	0	0	0	1	9	0.93%
Hearing Disability K-12	0	0	0	0	0	0	0	2	2	0.21%
Mathematics 7-12	0	4	0	20	0	0	11	8	43	4.45%
Mild/Mod Disability K-12	0	0	1	29	0	0	11	9	50	2.59%
Music Ed Instr K-12	1	4	1	8	0	0	9	19	42	4.35%
Music Ed Vocal K-12	1	4	0	6	4	0	5	5	25	2.59%
Physical Education K-12	4	8	7	13	1	2	0	10	45	4.66%
Social Studies 7-12	1	2	2	24	1	0	28	10	68	7.04%
Spanish K-12	0	0	0	1	0	0	0	1	2	0.21%
Total	14	69	54	295	25	11	264	234	966	

**Figure 26**

*2018-2019 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=119) followed by Elementary Education 4-6 (n=46).

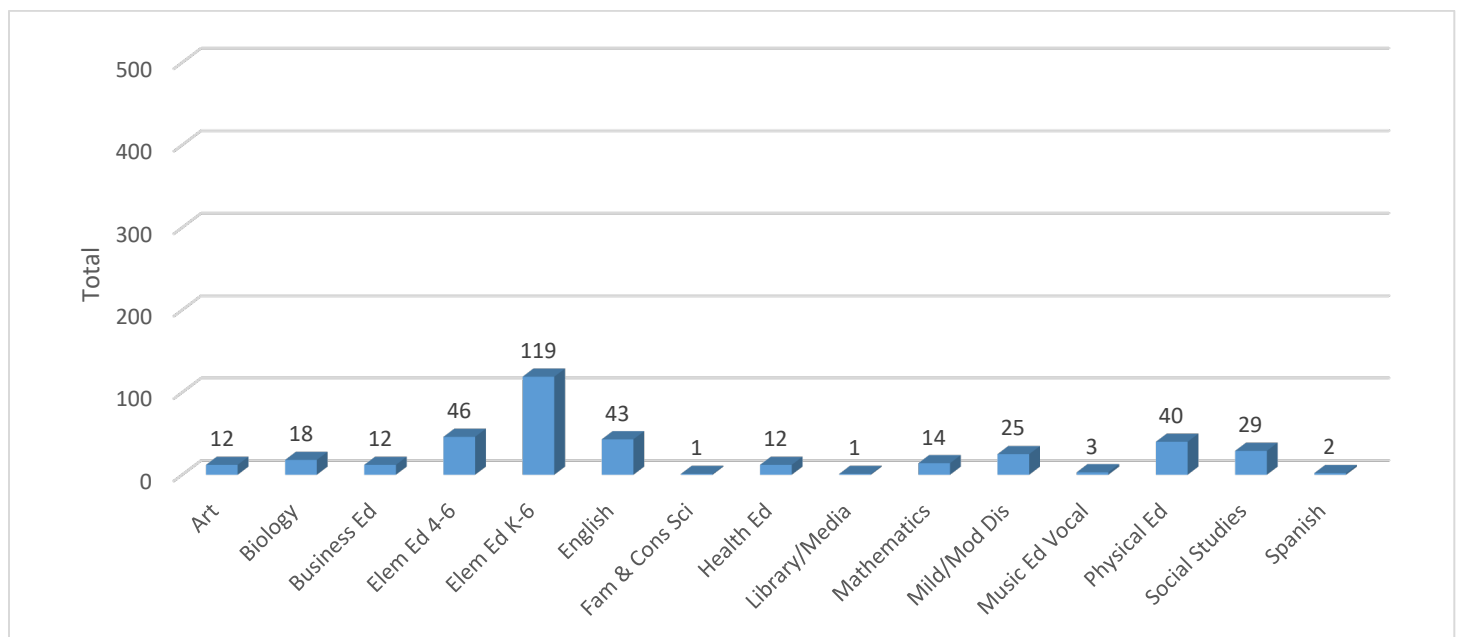
**Table 28**

*2018-2019 Completer Candidates-Private EPPs by Area of Licensure*

Area of Licensure	BU	BMC	MC	MIL	TC	WCU	Total	%
Art K-12	3	0	4	1	0	4	12	3.18%
Biology 7-12	3	0	2	0	0	13	18	4.77%
Business Education 7-12	3	0	0	0	0	9	12	3.18%
Elementary Education 4-6	10	0	5	0	0	31	46	12.20%
Elementary Education K-6	5	22	37	3	1	51	119	31.56%
English 7-12	8	1	7	0	0	27	43	11.41%
Fam & Consumer Sci 7-12	1	0	0	0	0	0	1	0.27%
Health Education K-12	4	0	1	0	0	7	12	3.18%
Library/Media K-12	1	0	0	0	0	0	1	0.27%
Mathematics &-12	2	1	3	0	0	8	14	3.71%
Mild/Mod Disability K-12	0	0	0	0	0	25	25	6.63%
Music Ed Vocal K-12	0	1	2	0	0	0	3	0.80%
Physical Education K-12	7	2	7	0	0	24	40	10.61%
Social Studies 7-12	4	5	10	0	0	10	29	7.69%
Spanish K-12	1	0	0	0	0	1	2	0.53%
Total	52	32	78	4	1	210	377	

**Figure 27**

*2018-2019 Completer Candidates-Private EPPs by Area of Licensure*

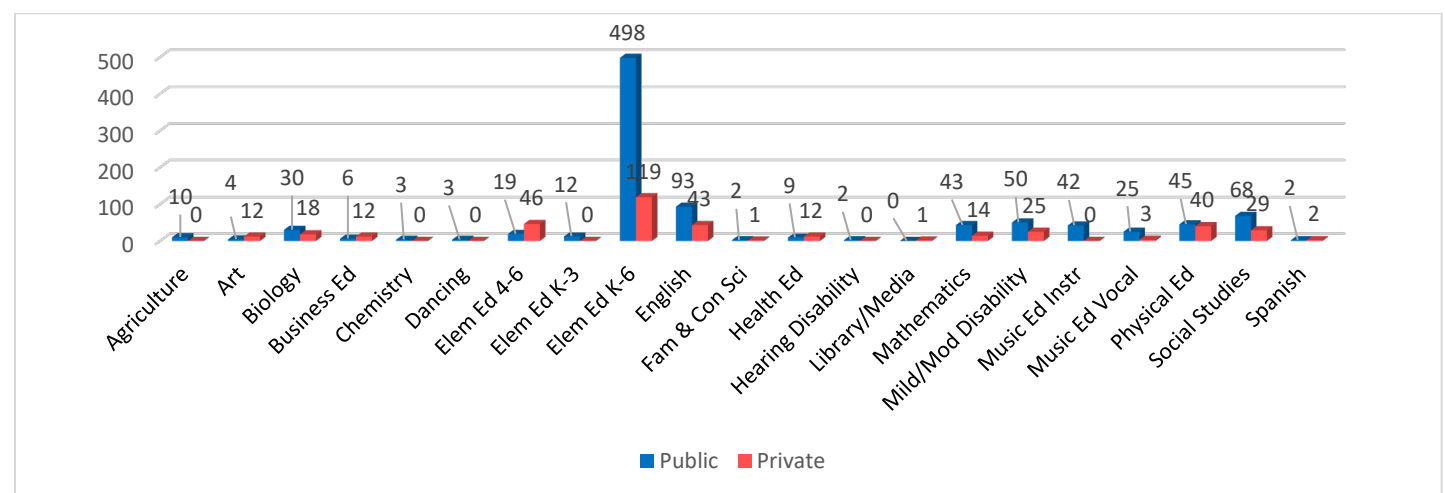


The table below shows the number of all EPP completers by public and private for both the traditional preparation and alternate route preparation programs by area of licensure and compares each to the total percent prepared for all licensure areas.

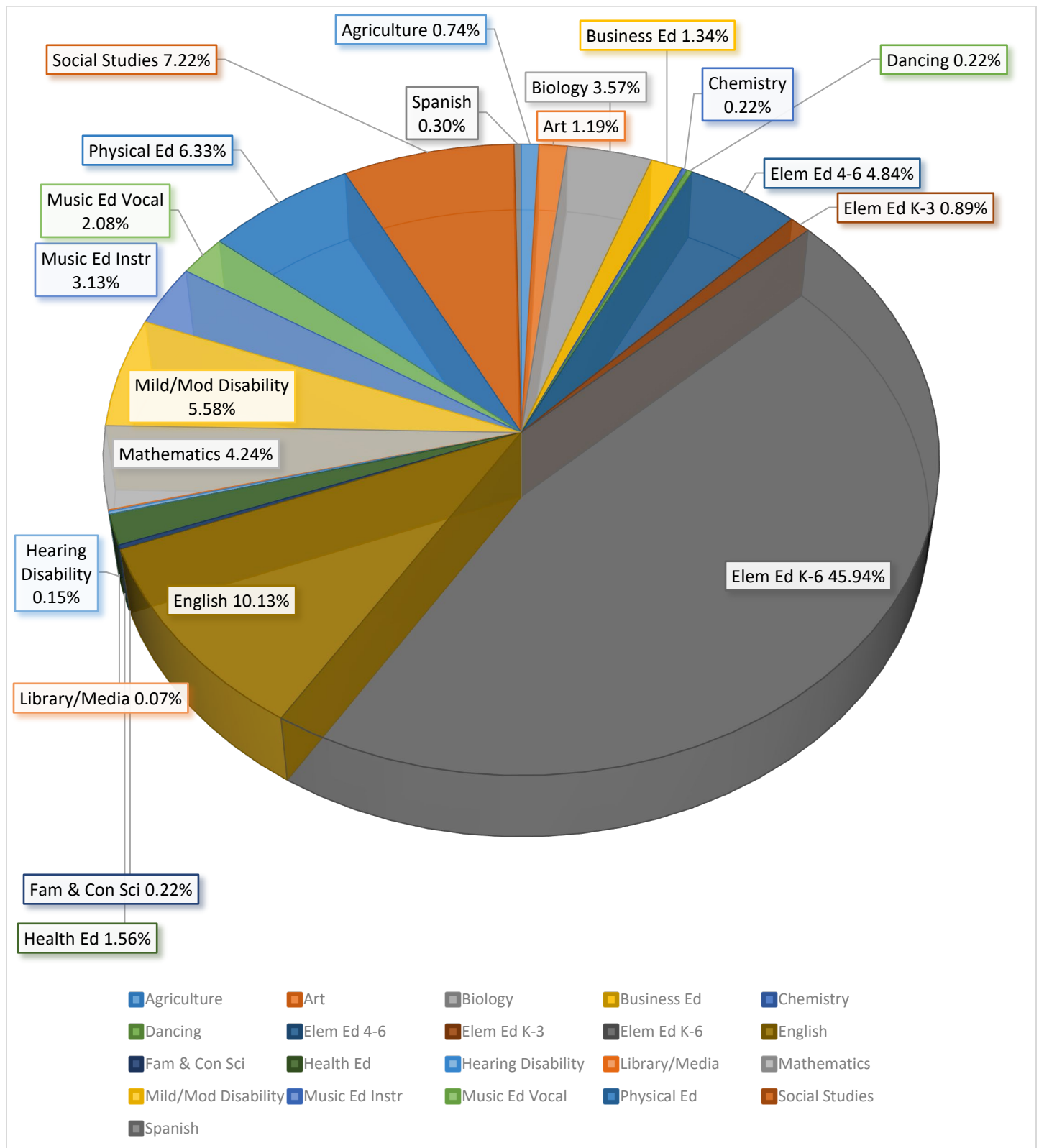
**Table 29**  
*2018-2019 Completers by Area of Licensure-Public v. Private*

Area of Licensure	Public	Private	Total	Percent
Agriculture 7-12	10	0	10	0.74%
Art K-12	4	12	16	1.19%
Biology 7-12	30	18	48	3.57%
Business Education 7-12	6	12	18	1.34%
Chemistry 7-12	3	0	3	0.22%
Dancing K-12	3	0	3	0.22%
Elementary Education 4-6	19	46	65	4.84%
Elementary Education K-3	12	0	12	0.89%
Elementary Education K-6	498	119	617	45.94%
English 7-12	93	43	136	10.13%
Family & Consumer Science 7-12	2	1	3	0.22%
Health Education K-12	9	12	21	1.56%
Hearing Disability K-12	2	0	2	0.15%
Library/Media K-12	0	1	1	0.07%
Mathematics 7-12	43	14	57	4.24%
Mild/Moderate Disability K-12	50	25	75	5.58%
Music Ed. Instrumental K-12	42	0	42	3.13%
Music Ed. Vocal K-12	25	3	28	2.08%
Physical Education K-12	45	40	85	6.33%
Social Studies 7-12	68	29	97	7.22%
Spanish K-12	2	2	4	0.30%
<b>Total</b>	<b>966</b>	<b>377</b>	<b>1343</b>	

**Figure 28**  
*2018-2019 Completers by Area of Licensure-Public v. Private*



**Figure 29**  
*2018-2019 Completers by Area of Licensure-Public and Private*

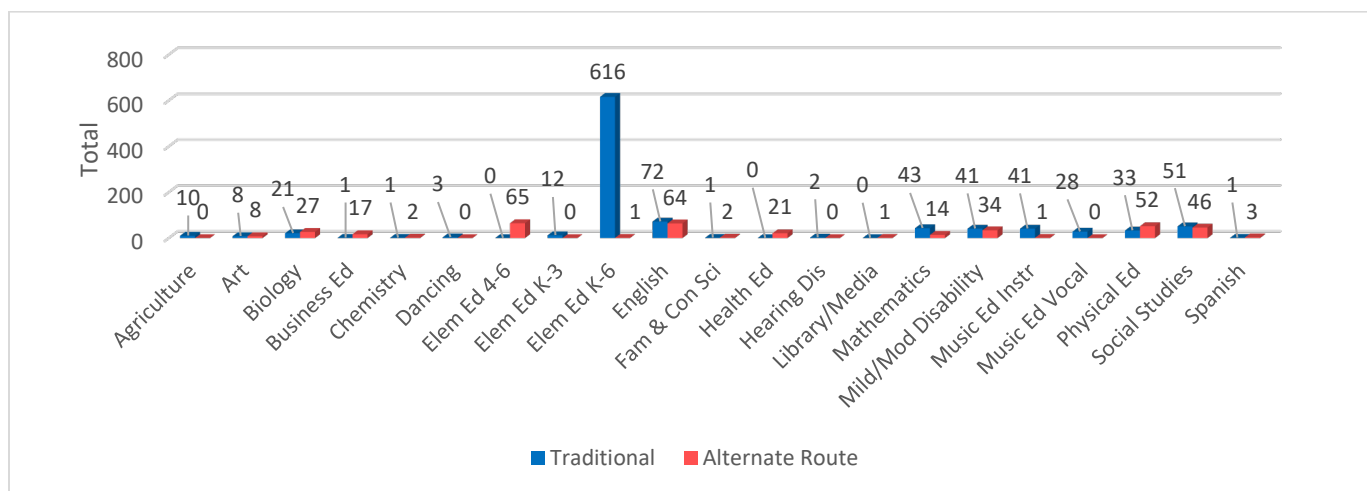


The table below shows the number of all EPP completers by traditional preparation and alternate route preparation programs for each area of licensure and compares each to the total percent prepared for all licensure areas.

**Table 30**  
*2018-2019 Completers by Area of Licensure-Traditional v. Alternate Route*

Area of Licensure	Traditional	Alternate Route	Total	Percent
Agriculture 7-12	10	0	10	0.74%
Art K-12	8	8	16	1.19%
Biology 7-12	21	27	48	3.57%
Business Education 7-12	1	17	18	1.34%
Chemistry 7-12	1	2	3	0.22%
Dancing K-12	3	0	3	0.22%
Elementary Education 4-6	0	65	65	4.84%
Elementary Education K-3	12	0	12	0.89%
Elementary Education K-6	616	1	617	45.94%
English 7-12	72	64	136	10.13%
Family & Consumer Science 7-12	1	2	3	0.22%
Health Education K-12	0	21	21	1.56%
Hearing Disability K-12	2	0	2	0.15%
Library/Media K-12	0	1	1	0.07%
Mathematics 7-12	43	14	57	4.24%
Mild/Moderate Disability K-12	41	34	75	5.58%
Music Ed. Instrumental K-12	41	1	42	3.13%
Music Ed. Vocal K-12	28	0	28	2.08%
Physical Education K-12	33	52	85	6.33%
Social Studies 7-12	51	46	97	7.22%
Spanish K-12	1	3	4	0.30%
Total	985	358	1343	

**Figure 30**  
*2018-2019 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**

*2018-2019 Admitted TMI Characteristics*

Admitted Candidates	Count/Average
Admitted to TMI	281
Total Enrollment	NR
Admittance GPA Average	3.33
Admittance ACT Average	23.83
Admittance SAT Average	1186.67
Admittance Praxis CORE Reading Average	173.51
Admittance Praxis CORE Writing Average	158.34
Admittance Praxis CORE Math Average	166.84

**281**  
**Admitted to TMI**

#### Admitted Candidate Data by Gender and Ethnicity

In 2018-2019, the number of admitted candidates totaled 281. 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.

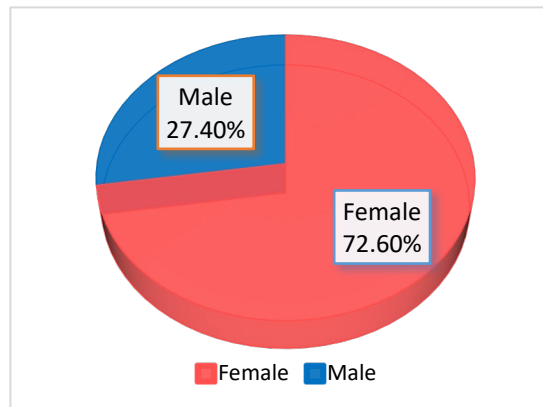
**Table 32**

*2018-2019 Admitted TMI Ethnicity / Gender Data*

	Female	Male
Am Indian/AL Native	1	0
Asian/Pac Islander	2	1
Black	65	12
Hispanic	2	1
White	130	63
Blank	4	0
Total	204	77

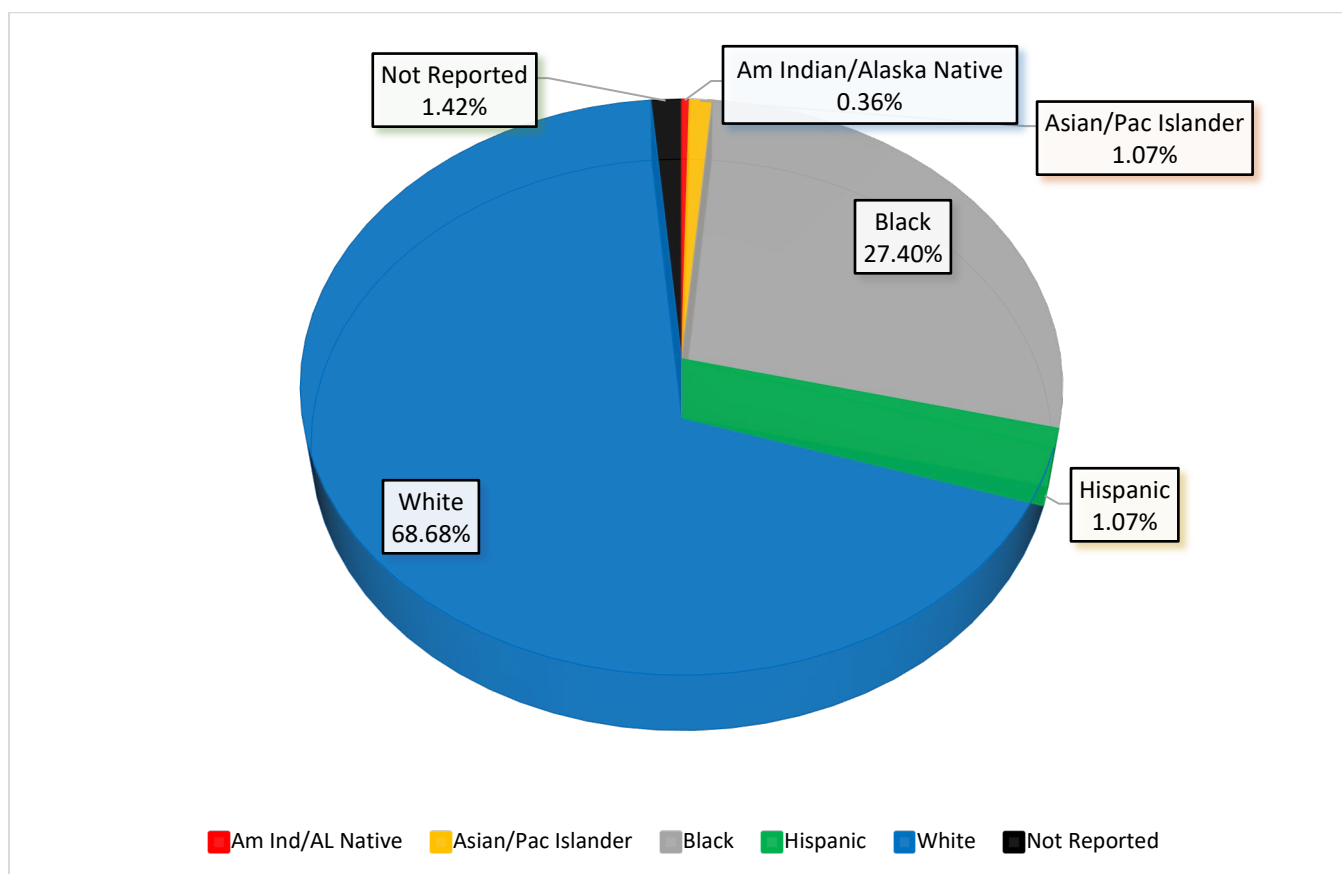
**Figure 31**

*2018-2019 Admitted TMI Gender Data*



**Figure 32**

*2018-2019 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 106 candidates.

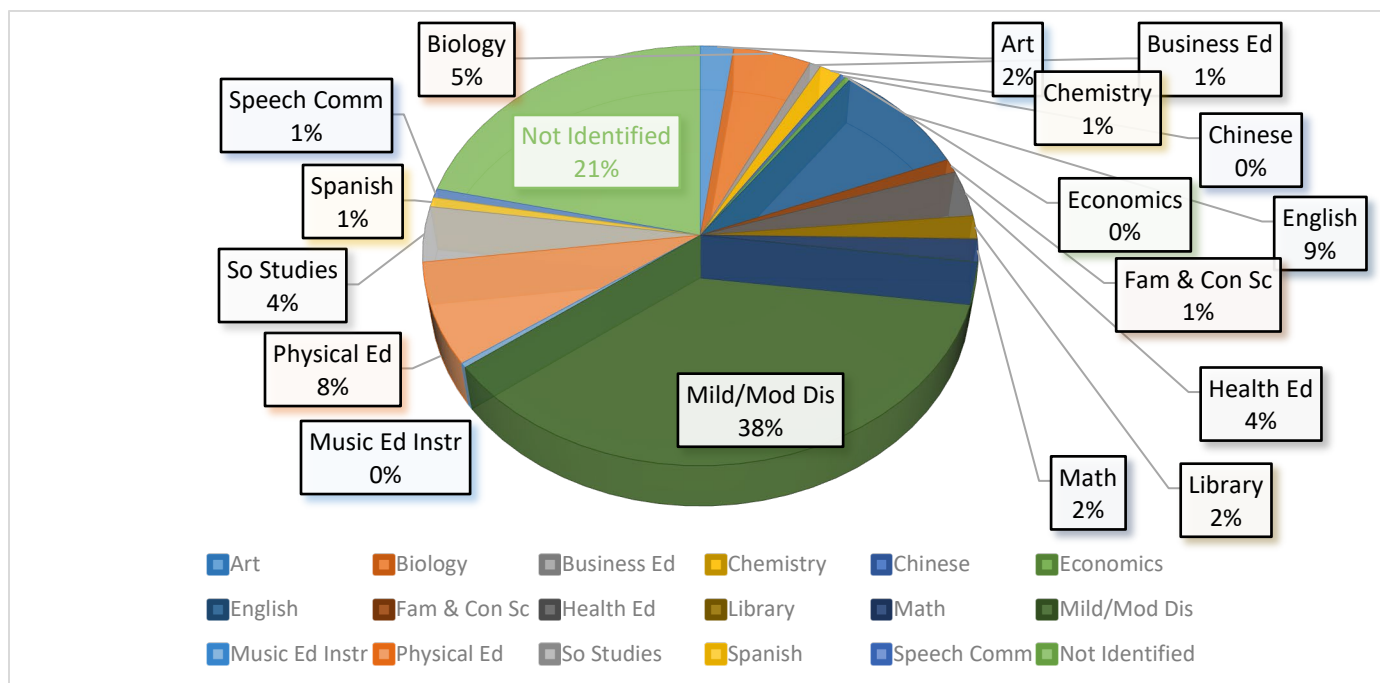
**Table 33**

*2019-2019 Admitted Area of Licensure*

Area of Licensure	Total
Art K-12	6
Biology 7-12	14
Business Education 7-12	2
Chemistry 7-12	4
Chinese K-12	1
Economics 7-12	1
English 7-12	25
Family & Consumer Science 7-12	3
Health Education K-12	10
Library/Media K-12	5
Mathematics 7-12	5
Mild/Moderate Disability K-12	106
Music Ed Instrumental K-12	1
Physical Education K-12	22
Social Studies 7-12	12
Spanish K-12	2
Speech Communications 7-12	2
Not Identified	60

**Figure 33**

*2018-2019 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 2018-2019 academic year, the total number of TMI completers was 161.

**Table 34**

*2018-2019 Completer TMI Characteristics*

Completer Candidates	Total/Average
Completed TMI	161
Total Enrollment	NR
Completer GPA Average (non-credit hour)	Pass
Praxis Content Knowledge Test Pass Rate	100%
TIAI Summative Evaluation Average	NR
Professional Disposition Evaluation Average	NR



## Completer Candidate Data by Gender and Ethnicity

In 2018-2019, the number of completer candidates totaled 161. 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.

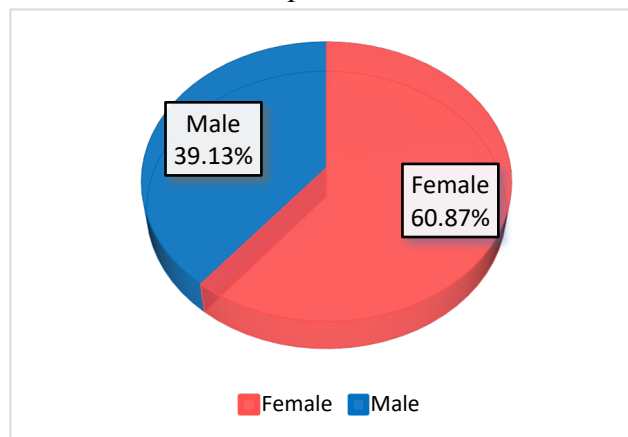
**Table 35**

*2018-2019 Completer TMI Ethnicity / Gender Data*

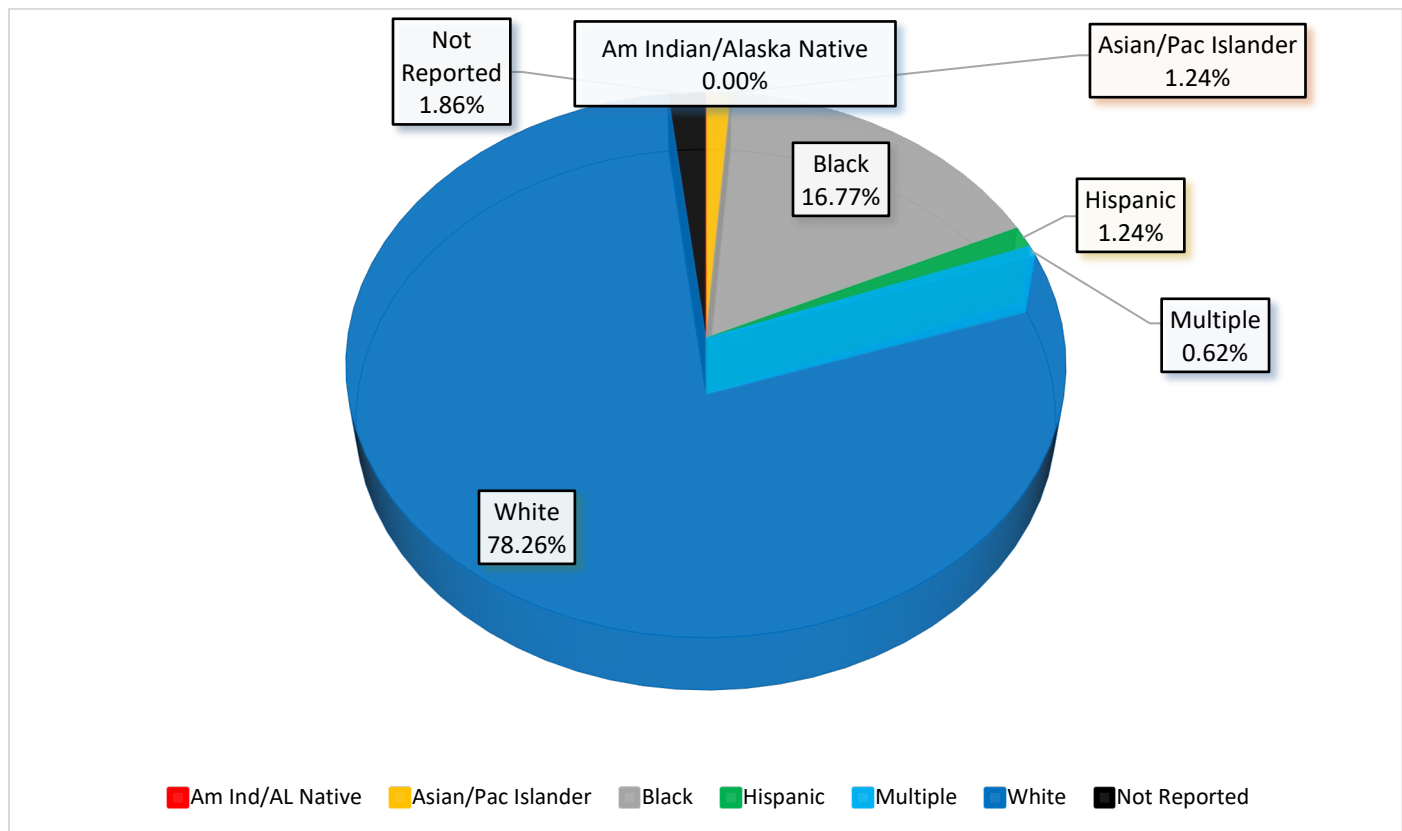
	Female	Male
Am Indian/AL Native	0	0
Asian/Pac Islander	1	1
Black	19	8
Hispanic	2	0
Multiple	0	1
White	75	51
Not Reported	1	2
Total	98	63

**Figure 34**

*2018-2019 Completer TMI Gender Data*



**Figure 35**  
2018-2019 Completer TMI Ethnicity Data

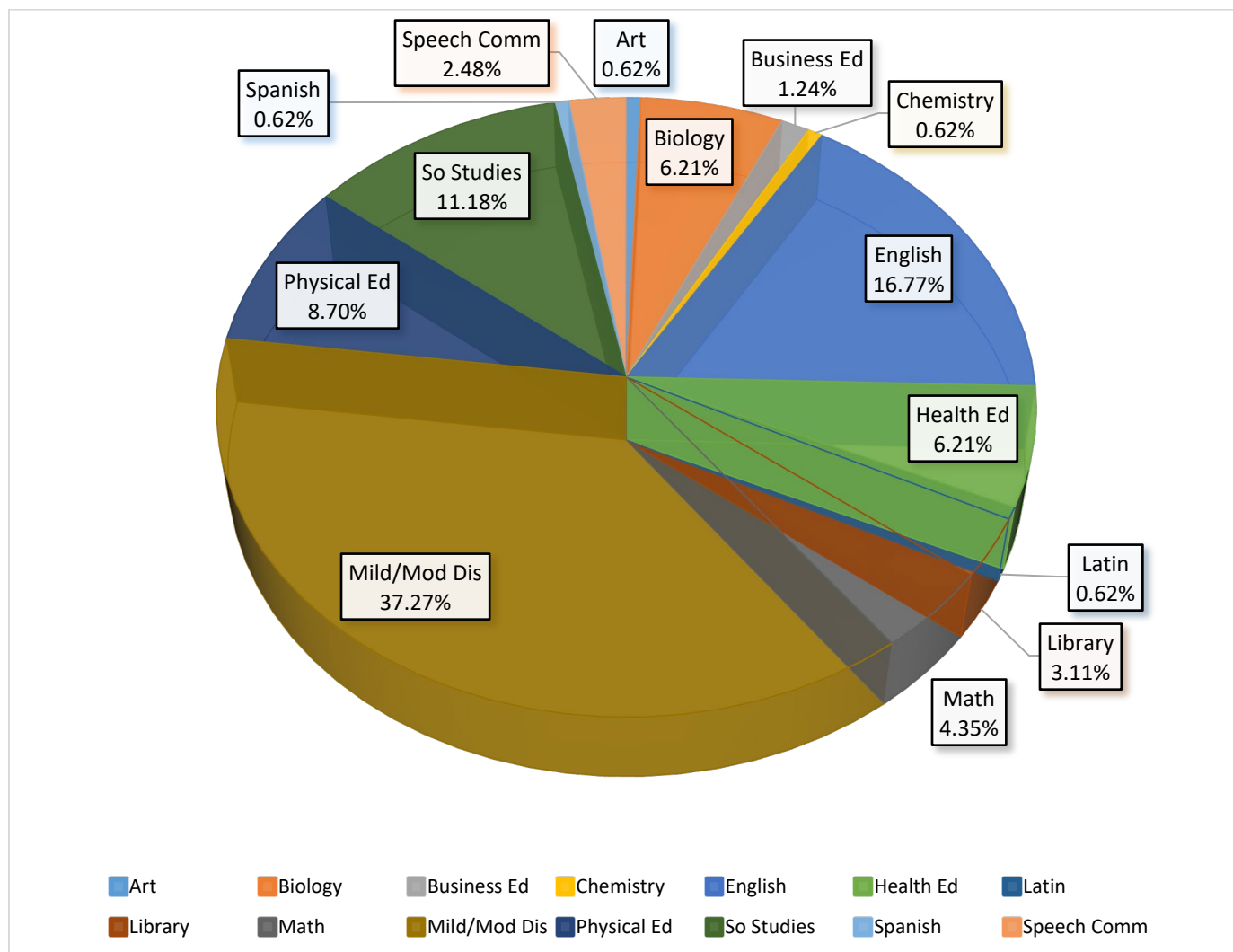


The following table shows the different areas of licensure for the completer candidates in the TMI program. The largest area of licensure was the Mild/Moderate Disability (K-12) program with 60 candidates.

**Table 36**  
2018-2019 Completers by Area of Licensure

Area of Licensure	Total
Art K-12	1
Biology 7-12	10
Business Education 7-12	2
Chemistry 7-12	1
English 7-12	27
Health Education K-12	10
Latin K-12	1
Library/Media K-12	5
Mathematics 7-12	7
Mild/Moderate Disability K-12	60
Physical Education K-12	14
Social Studies 7-12	18
Spanish K-12	1
Speech Communications 7-12	4

**Figure 36**  
*2018-2019 Completers by Area of Licensure*

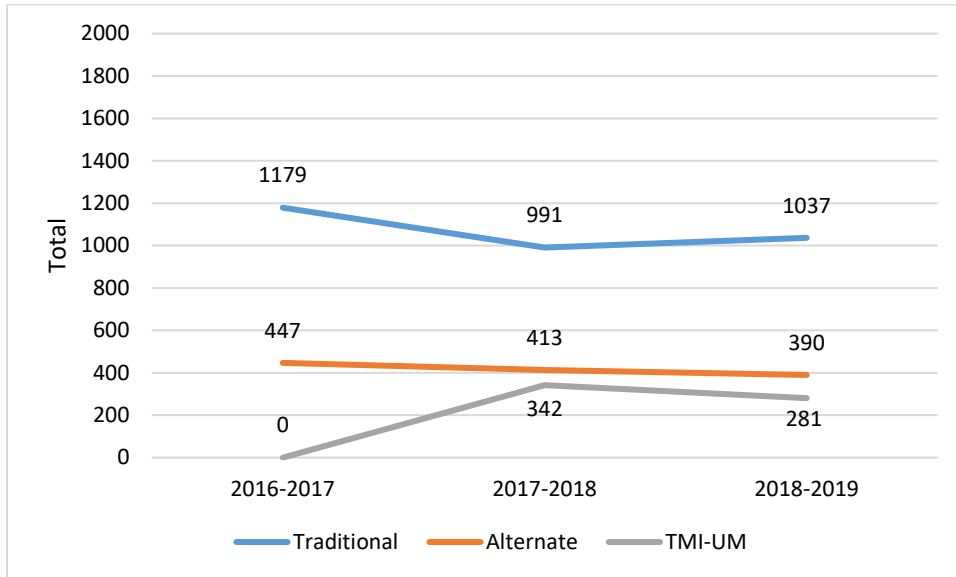


## SECTION V. Three-Year Trend Data

The following three figures represent the past three 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.

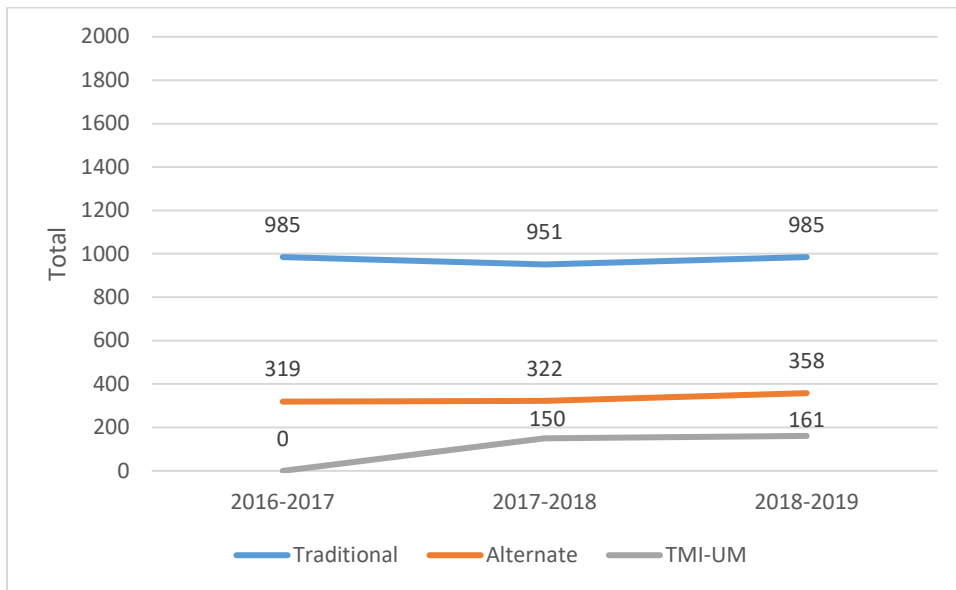
**Figure 37**

*Admit Three-Year Trend*



**Figure 38**

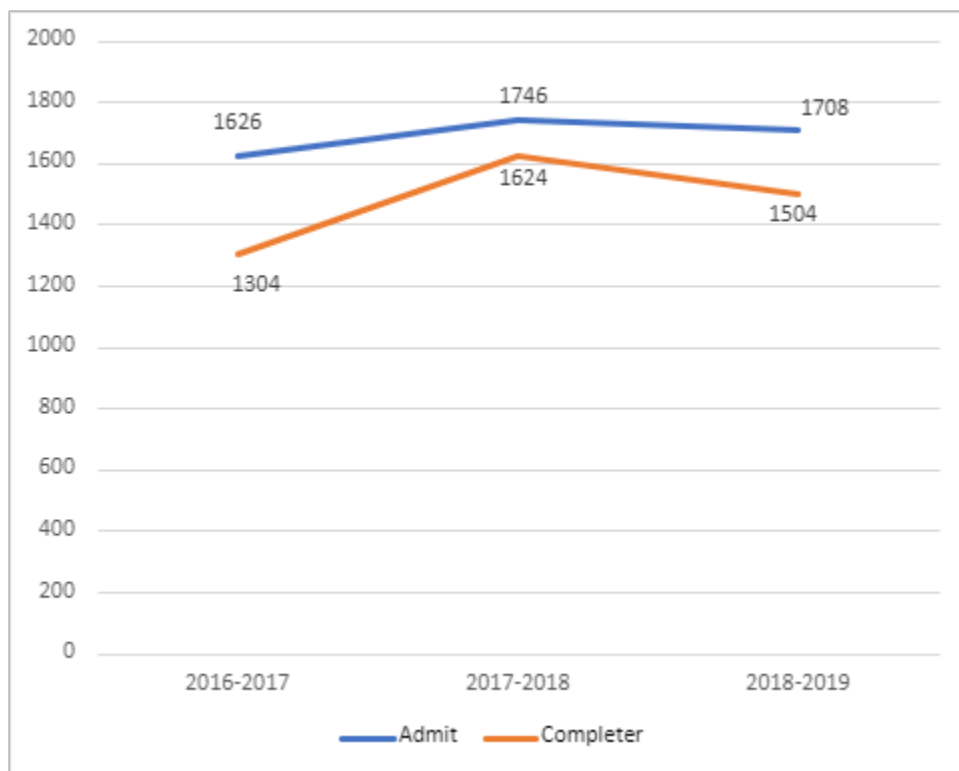
*Completer Three-Year Trend*



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 Languages

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

A total of 226 candidates were admitted into programs that were designated as critical shortage areas, with 153 from public EPPs and 73 from private EPPs during 2018-2019.

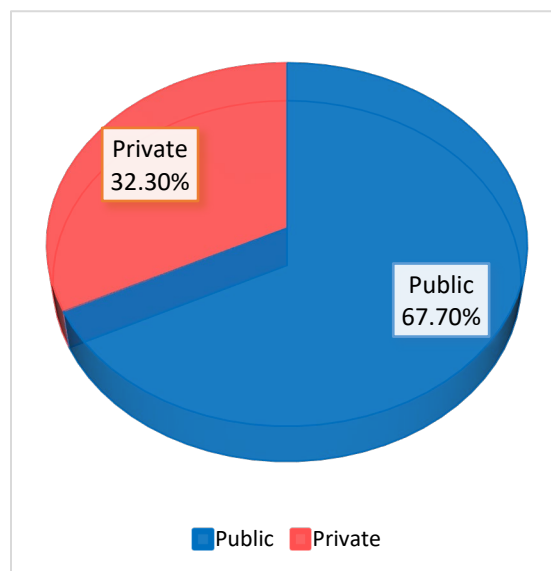
### Admitted Candidates in Critical Shortage Subjects-Public v. Private

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 32% of admitted candidates were from private EPPs (N=73), while 68% were from public EPPs (N=153). Of the critical shortage subjects that were designated, special education had the most admitted candidates (N=103).

**Table 37**  
*2018-2019 Admitted Critical Shortage*

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	40	16	56
Chemistry (7-12)	2	4	6
Physics (7-12)	0	0	0
Mathematics			
Mathematics (7-12)	46	7	53
Special Education			
Mild/Moderate Disability (K-12)	61	42	103
World Languages			
French (K-12)	0	0	0
Spanish (K-12)	4	4	8
Total	153	73	226

**Figure 40**  
*2018-2019 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**

2018-2019 Admitted Critical Shortage-Traditional v. Alternate Route

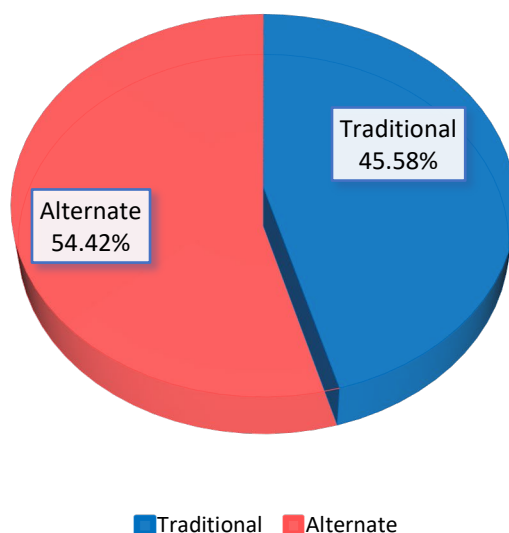
Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	24	32	56
Chemistry (7-12)	2	4	6
Physics (7-12)	0	0	0
Mathematics			
Mathematics (7-12)	39	14	53
Special Education			
Mild/Moderate Disability (K-12)	34	69	103
World Languages			
French (K-12)	0	0	0
Spanish (K-12)	4	4	8
Total	103	123	226

**54%**  
Alternate  
Route  
Preparation

**46%**  
Traditional  
Preparation

**Figure 41**

2018-2019 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.

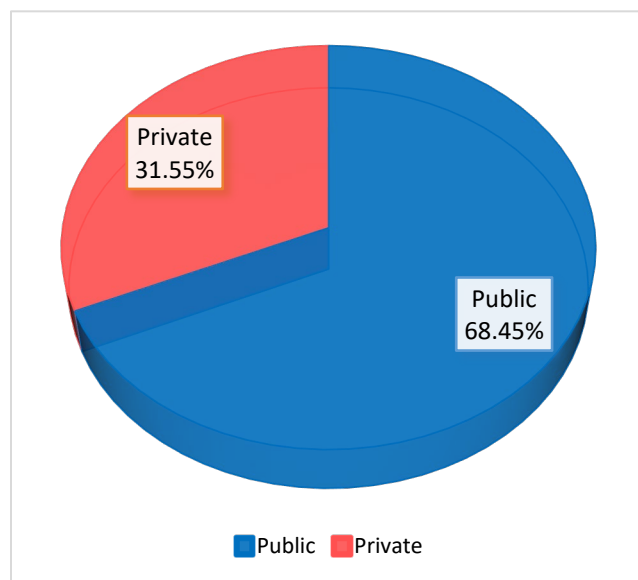
- Math
- Science
- Special Education
- World Language

A total of 187 candidates completed programs that were designated as critical shortage subject areas with 128 from public EPPs and 59 from private EPPs.

**Table 39**  
2018-2019 Completer Critical Shortage-Private v. Public

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	30	18	48
Chemistry (7-12)	3	0	3
Physics (7-12)	0	0	0
Mathematics			
Mathematics (7-12)	43	14	57
Special Education			
Mild/Moderate Disability (K-12)	50	25	75
World Languages			
French (K-12)	0	0	0
Spanish (K-12)	2	2	4
Total	128	59	187

**Figure 42**  
2018-2019 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 57% (n=107) of completer candidates were by a traditional program, while 43% (n=80) 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**

*2018-2019 Completer Critical Shortage-Traditional v. Alternate*

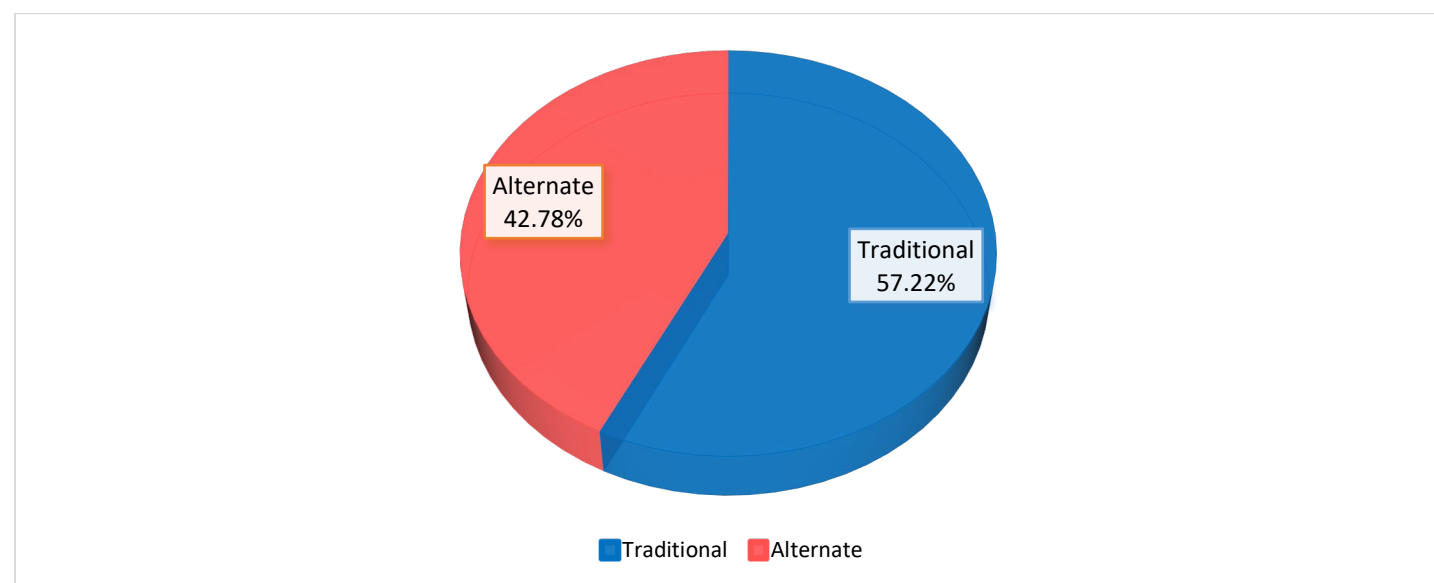
Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	21	27	48
Chemistry (7-12)	1	2	3
Physics (7-12)	0	0	0
Mathematics			
Mathematics (7-12)	43	14	57
Special Education			
Mild/Moderate Disability (K-12)	41	34	75
World Languages			
French (K-12)	0	0	0
Spanish (K-12)	1	3	4
Total	107	80	187

**57%**  
Traditional  
Preparation

**43%**  
Alternate  
Route  
Preparation

**Figure 43**

*2018-2019 Completer Critical Shortage-Traditional v. Alternate*



## SECTION VII: Individual EPP Data



**Table 41**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	14	1
Total Enrollment	20	1
Admittance Core Hours Average	32.43	NA
Admittance GPA Average	3.48	■
Admittance ACT Average	22.75	■
Admittance SAT Average	1560.00	NA
Admittance Praxis CORE Reading Average	167.00	NA
Admittance Praxis CORE Writing Average	161.00	NA
Admittance Praxis CORE Math Average	168.50	NA
<b>Completer Data</b>		
Completed Teacher Education	12	2
Completer GPA Average	3.43	■
Clinical Hrs. Completed (obv/pract/ST/intern) Average	617.50	NA
TIAI (Summative) (0.00-3.00) Average	2.07	■
Disposition (Summative) (0.00-3.00) Average	2.84	■
Foundation of Reading Score (090) Average	236.60	NA
Foundations of Reading Average Number of Attempts	3.00	NA
Praxis Content Knowledge Average Number of Attempts	2.42	NA
Praxis PLT Average Number of Attempts	1.25	NA

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 42**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	10	4	14
Alternate	1	0	1
<b>Completers</b>			
Traditional	6	6	12
Alternate	1	1	2

**Table 43***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	10	0	0	4	0	14
Alternate	0	0	1	0	0	0	0	1
Completers								
Traditional	0	0	10	0	0	2	0	12
Alternate	0	0	2	0	0	0	0	2

**Table 44***2018-2019 Area of Licensure*

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

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**Table 45**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	5	44
Total Enrollment	16	138
Admittance Core Hours Average	71.00	NA
Admittance GPA Average	3.87	3.30
Admittance ACT Average	24.50	23.00
Admittance SAT Average	1225.00	1190.00
Admittance Praxis CORE Reading Average	170.00	175.00
Admittance Praxis CORE Writing Average	166.00	159.00
Admittance Praxis CORE Math Average	162.00	168.44
<b>Completer Data</b>		
Completed Teacher Education	5	47
Completer GPA Average	3.85	3.41
Clinical Hrs. Completed (obv/pract/ST/intern) Average	744.00	NA
TIAI (Summative) (0.00-3.00) Average	2.70	NR
Disposition (Summative) (0.00-3.00) Average	NR	NR
Foundation of Reading Score (090) Average	252.40	255.00
Foundations of Reading Average Number of Attempts	1.00	NR
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis PLT Average Number of Attempts	1.00	NA

**Table 46**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	1	4	5
Alternate	31	13	44
<b>Completers</b>			
Traditional	5	0	5
Alternate	33	14	47

**Table 47**  
2018-2019 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	0	0	1	4	0	5
Alternate	0	0	23	0	0	21	0	44
Completers								
Traditional	0	0	0	0	0	5	0	5
Alternate	0	0	24	0	1	22	0	47

**Table 48**  
2018-2019 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	0	2	2
Business Education (7-12)	0	3	3
Elementary Education (4-6)	0	11	11
Elementary Education (K-6)	3	0	3
English (7-12)	0	3	3
Health Education (K-12)	0	12	12
Music Ed. Instrumental (K-12)	2	0	2
Physical Education (K-12)	0	8	8
Social Studies (7-12)	0	5	5
Completers			
Art (K-12)	0	3	3
Biology (7-12)	0	3	3
Business Education (7-12)	0	3	3
Elementary Education (4-6)	0	10	10
Elementary Education (K-6)	5	0	5
English (7-12)	0	8	8
Family & Consumer Sci (7-12)	0	1	1
Health Education (K-12)	0	4	4
Library/Media (K-12)	0	1	1
Mathematics (7-12)	0	2	2
Physical Education (K-12)	0	7	7
Social Studies (7-12)	0	4	4
Spanish (K-12)	0	1	1





**Table 49**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	48	NA
Total Enrollment	44	NA
Admittance Core Hours Average	53.85	NA
Admittance GPA Average	3.38	NA
Admittance ACT Average	23.13	NA
Admittance SAT Average	1020.00	NA
Admittance Praxis CORE Reading Average	166.44	NA
Admittance Praxis CORE Writing Average	168.44	NA
Admittance Praxis CORE Math Average	155.56	NA
<b>Completer Data</b>		
Completed Teacher Education	32	NA
Completer GPA Average	3.47	NA
Clinical Hrs. Completed (obv/pract/ST/intern) Average	763.38	NA
TIAI (Summative) (0.00-3.00) Average	2.72	NA
Disposition (Summative) (0.00-3.00) Average	2.93	NA
Foundation of Reading Score (090) Average	238.68	NA
Foundations of Reading Average Number of Attempts	1.45	NA
Praxis Content Knowledge Average Number of Attempts	1.38	NA
Praxis PLT Average Number of Attempts	1.16	NA

**Table 50**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	34	14	48
Alternate	NA	NA	NA
<b>Completers</b>			
Traditional	24	8	32
Alternate	NA	NA	NA

**Table 51**  
*2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	2	2	0	44	0	48
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	1	0	0	31	0	32
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

**Table 52**  
*2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	2	NA	2
Elementary Education (K-6)	27	NA	27
English (7-12)	1	NA	1
Mathematics (7-12)	1	NA	1
Music Ed. Instrumental (K-12)	1	NA	1
Music Ed. Vocal (K-12)	1	NA	1
Physical Education (K-12)	2	NA	2
Social Studies (7-12)	11	NA	11
Spanish (K-12)	2	NA	2
Completers			
Elementary Education (K-6)	22	NA	22
English (7-12)	1	NA	1
Mathematics (7-12)	1	NA	1
Music Ed. Vocal (K-12)	1	NA	1
Physical Education (K-12)	2	NA	2
Social Studies (7-12)	5	NA	5

**Table 53**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	72	12
Total Enrollment	248	30
Admittance Core Hours Average	39.24	NA
Admittance GPA Average	3.43	3.25
Admittance ACT Average	23.33	23.67
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	173.22	171.33
Admittance Praxis CORE Writing Average	165.11	164.00
Admittance Praxis CORE Math Average	158.83	156.00
<b>Completer Data</b>		
Completed Teacher Education	63	6
Completer GPA Average	3.46	3.81
Clinical Hrs. Completed (obv/pract/ST/intern) Average	982.97	NA
TIAI (Summative) (0.00-3.00) Average	2.57	2.75
Disposition (Summative) (0.00-3.00) Average	2.85	2.95
Foundation of Reading Score (090) Average	246.34	254.50
Foundations of Reading Average Number of Attempts	1.71	1.25
Praxis Content Knowledge Average Number of Attempts	1.29	1.00
Praxis PLT Average Number of Attempts	1.13	NA

**Table 54**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	61	11	72
Alternate	11	1	12
<b>Completers</b>			
Traditional	47	16	63
Alternate	3	3	6

**Table 55**  
*2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	5	0	1	66	0	72
Alternate	0	0	4	0	0	8	0	12
Completers								
Traditional	0	0	4	4	0	55	0	63
Alternate	0	0	0	0	0	6	0	6

**Table 56**  
*2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	1	1
Biology (7-12)	1	2	3
Elementary Education (4-6)	0	5	5
Elementary Education (K-6)	48	0	48
English (7-12)	5	1	6
Health Education (K-12)	0	1	1
Mathematics (7-12)	1	0	1
Music Ed. Instrumental (K-12)	5	0	5
Music Ed. Vocal (K-12)	4	0	4
Physical Education (K-12)	5	2	7
Social Studies (7-12)	3	0	3
Completers			
Elementary Education (4-6)	0	4	4
Elementary Education (K-6)	38	0	38
English (7-12)	5	0	5
Mathematics (7-12)	3	1	4
Music Ed. Instrumental (K-12)	4	0	4
Music Ed. Vocal (K-12)	4	0	4
Physical Education (K-12)	7	1	8
Social Studies (7-12)	2	0	2



**Table 57**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	23	44
Total Enrollment	61	NR
Admittance Core Hours Average	48.70	NA
Admittance GPA Average	3.38	3.15
Admittance ACT Average	23.25	22.24
Admittance SAT Average	1075.00	1565.00
Admittance Praxis CORE Reading Average	165.43	168.56
Admittance Praxis CORE Writing Average	164.57	166.78
Admittance Praxis CORE Math Average	164.00	159.44
<b>Completer Data</b>		
Completed Teacher Education	30	24
Completer GPA Average	3.49	3.65
Clinical Hrs. Completed (obv/pract/ST/intern) Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.53	2.73
Disposition (Summative) (0.00-3.00) Average	2.38	NR
Foundation of Reading Score (090) Average	240.60	255.00
Foundations of Reading Average Number of Attempts	1.84	NR
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis PLT Average Number of Attempts	1.00	NA

**Table 58**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	15	8	23
Alternate	30	14	44
<b>Completers</b>			
Traditional	25	5	30
Alternate	17	7	24

**Table 59***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	20	1	0	2	0	23
Alternate	1	0	40	0	0	3	0	44
Completers								
Traditional	0	0	27	1	0	2	0	30
Alternate	0	0	22	0	0	2	0	24

**Table 60***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	0	1	1
Business Education (7-12)	0	1	1
Elementary Education (4-6)	0	6	6
Elementary Education (K-3)	1	0	1
Elementary Education (K-6)	12	0	12
English (7-12)	1	4	5
Health Education (K-12)	0	23	23
Mild/Mod Disability (K-12)	1	0	1
Mathematics (7-12)	0	2	2
Music Ed. Instrumental (K-12)	6	0	6
Physical Education (K-12)	2	2	4
Social Studies (7-12)	0	2	2
Completers			
Art (K-12)	0	1	1
Business Education (7-12)	0	2	2
Elementary Education (4-6)	0	6	6
Elementary Education (K-3)	3	0	3
Elementary Education (K-6)	22	0	22
English (7-12)	0	1	1
Health Education (K-12)	0	8	8
Mild/Mod Disability (K-12)	11	0	11
Physical Education (K-12)	2	5	7
Social Studies (7-12)	1	1	2

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**Table 61**

*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	4	NA
Total Enrollment	12	NA
Admittance Core Hours Average	44.00	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
<b>Completer Data</b>		
Completed Teacher Education	4	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract/ST/intern) Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	NA
Disposition (Summative) (0.00-3.00) Average	■	NA
Foundation of Reading Score (090) Average	■	NA
Foundations of Reading Average Number of Attempts	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis PLT Average Number of Attempts	■	NA

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 62**

*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	4	0	4
Alternate	NA	NA	NA
<b>Completers</b>			
Traditional	4	0	4
Alternate	NA	NA	NA

**Table 63***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	1	0	0	2		4
Alternate	NA	NA	NA	NA	NA	NA		NA
Completers								
Traditional	0	0	2	0	0	2		4
Alternate	NA	NA	NA	NA	NA	NA		NA

**Table 64***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	2	NA	2
English (7-12)	1	NA	1
Completers			
Art (K-12)	1	NA	1
Elementary Education (K-6)	3	NA	3





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**Table 65**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	64	24
Total Enrollment	NR	NR
Admittance Core Hours Average	89.39	NA
Admittance GPA Average	3.66	3.46
Admittance ACT Average	24.59	24.00
Admittance SAT Average	1293.33	1090.00
Admittance Praxis CORE Reading Average	169.14	179.17
Admittance Praxis CORE Writing Average	167.71	179.83
Admittance Praxis CORE Math Average	161.43	178.83
<b>Completer Data</b>		
Completed Teacher Education	56	22
Completer GPA Average	3.57	3.54
Clinical Hrs. Completed (obv/pract/ST/intern) Average	608.00	NA
TIAI (Summative) (0.00-3.00) Average	2.64	2.89
Disposition (Summative) (0.00-3.00) Average	2.76	2.89
Foundation of Reading Score (090) Average	248.22	241.60
Foundations of Reading Average Number of Attempts	1.27	1.40
Praxis Content Knowledge Average Number of Attempts	1.15	NA
Praxis PLT Average Number of Attempts	1.04	NA

**Table 66**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	50	14	64
Alternate	15	9	24
<b>Completers</b>			
Traditional	52	4	56
Alternate	14	8	22

**Table 67**  
*2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	4	0	0	59		64
Alternate	0	2	6	0	0	16		24
Completers								
Traditional	0	0	2	0	0	54		56
Alternate	0	0	7	0	0	15		22

**Table 68**  
*2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	4	2	6
Biology (7-12)	2	1	3
Business Education (7-12)	0	1	1
Chemistry (7-12)	0	2	2
Elementary Education (4-6)	0	1	1
Elementary Education (K-6)	25	0	25
English (7-12)	11	5	16
Mathematics (7-12)	2	1	3
Music Ed. (Performing)	0	1	1
Music Ed. Instrumental (K-12)	3	0	3
Music Ed. Vocal (K-12)	9	1	10
Physical Education (K-12)	3	3	6
Social Studies (7-12)	4	6	10
Completers			
Art (K-12)	4	0	4
Biology (7-12)	1	1	2
Elementary Education (4-6)	0	5	5
Elementary Education (K-6)	37	0	37
English (7-12)	5	3	8
Mathematics (7-12)	2	1	3
Music Ed. Vocal (K-12)	2	0	2
Physical Education (K-12)	2	5	7
Social Studies (7-12)	3	7	10



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**Table 69**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	271	76
Total Enrollment	452	95
Admittance Core Hours Average	45.28	NA
Admittance GPA Average	3.46	3.29
Admittance ACT Average	24.27	23.31
Admittance SAT Average	NA	1200.00
Admittance Praxis CORE Reading Average	169.40	176.50
Admittance Praxis CORE Writing Average	165.20	170.50
Admittance Praxis CORE Math Average	162.20	158.63
<b>Completer Data</b>		
Completed Teacher Education	243	52
Completer GPA Average	3.49	3.70
Clinical Hrs. Completed (obv/pract/ST/intern) Average	640.00	NA
TIAI (Summative) (0.00-3.00) Average	2.86	2.80
Disposition (Summative) (0.00-3.00) Average	2.95	2.88
Foundation of Reading Score (090) Average	243.20	NR
Foundations of Reading Average Number of Attempts	1.92	NR
Praxis Content Knowledge Average Number of Attempts	1.19	NA
Praxis PLT Average Number of Attempts	1.16	NA

**Table 70**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	236	35	271
Alternate	55	21	76
<b>Completers</b>			
Traditional	201	42	243
Alternate	31	21	52

**Table 71**  
2018-2019 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	1	2	17	4	1	241	5	271
Alternate	0	0	6	1	2	67	0	76
Completers								
Traditional	1	0	12	2	0	225	3	243
Alternate	0	0	13	1	0	37	0	52

**Table 72**  
2018-2019 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Agriculture (7-12)	4	0	4
Biology (7-12)	8	4	12
Business Education (7-12)	1	0	1
Elementary Education (K-3)	11	0	11
Elementary Education (K-6)	158	0	158
English (7-12)	21	16	37
Family & Consumer Sci (7-12)	2	0	2
Mathematics (7-12)	10	3	13
Mild/Mod Disability (K-12)	20	27	47
Music Ed. Instrumental (K-12)	9	0	9
Music Ed. Vocal (K-12)	6	0	6
Physical Education (K-12)	9	9	18
Social Studies (7-12)	13	16	29
Spanish (K-12)	0	1	1
Completers			
Agriculture (7-12)	10	0	10
Art (K-12)	0	1	1
Biology (7-12)	8	4	12
Business Education (7-12)	1	3	4
Elementary Education (4-6)	0	4	4
Elementary Education (K-3)	12	0	12
Elementary Education (K-6)	119	0	119
English (7-12)	20	11	31
Family & Consumer Sci (7-12)	1	0	1
Mathematics (7-12)	19	1	20
Mild/Mod Disability (K-12)	20	9	29
Music Ed. Instrumental (K-12)	7	1	8
Music Ed. Vocal (K-12)	6	0	6

Area of Licensure	Traditional	Alternate	Total
Physical Education (K-12)	7	6	13
Social Studies (7-12)	13	11	24
Spanish (K-12)	0	1	1

**Table 73**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	30	7
Total Enrollment	54	14
Admittance Core Hours Average	79.97	NA
Admittance GPA Average	3.51	3.31
Admittance ACT Average	22.71	23.00
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	174.00	156.00
Admittance Praxis CORE Writing Average	162.00	150.00
Admittance Praxis CORE Math Average	168.00	162.00
<b>Completer Data</b>		
Completed Teacher Education	24	1
Completer GPA Average	3.44	■
Clinical Hrs. Completed (obv/pract/ST/intern) Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	2.63	■
Disposition (Summative) (0.00-3.00) Average	2.93	■
Foundation of Reading Score (090) Average	239.00	NA
Foundations of Reading Average Number of Attempts	1.50	NA
Praxis Content Knowledge Average Number of Attempts	1.91	NA
Praxis PLT Average Number of Attempts	1.14	NA

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 74**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	29	1	30
Alternate	5	2	7
<b>Completers</b>			
Traditional	22	2	24
Alternate	0	1	1

**Table 75**  
*2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	11	0	0	19	0	30
Alternate	0	0	3	0	0	4	0	7
Completers								
Traditional	0	0	3	0	0	21	0	24
Alternate	0	0	0	0	0	1	0	1

**Table 76**  
*2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	1	0	1
Biology (7-12)	1	0	1
Drama/Theater	1	0	1
Elementary Education (K-6)	25	0	25
English (7-12)	2	2	4
Health Education (K-12)	0	1	1
Physical Education (K-12)	0	1	1
Social Studies (7-12)	0	2	2
Speech Communication (7-12)	0	1	1
Completers			
Art (K-12)	2	0	2
Biology (7-12)	1	0	1
Elementary Education (K-6)	13	0	13
English (7-12)	3	0	3
Music Ed. Vocal (K-12)	4	0	4
Physical Education (K-12)	1	0	1
Social Studies (7-12)	0	1	1



**Table 77**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	5	6
Total Enrollment	NR	NR
Admittance Core Hours Average	40.80	NA
Admittance GPA Average	3.38	3.32
Admittance ACT Average	22.20	24.50
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
<b>Completer Data</b>		
Completed Teacher Education	2	9
Completer GPA Average	■	3.45
Clinical Hrs. Completed (obv/pract/ST/intern) Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	2.47
Disposition (Summative) (0.00-3.00) Average	■	2.50
Foundation of Reading Score (090) Average	■	237.25
Foundations of Reading Average Number of Attempts	■	NR
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis PLT Average Number of Attempts	■	NA

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 78**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	4	1	5
Alternate	3	3	6
<b>Completers</b>			
Traditional	1	1	2
Alternate	6	3	9



**Table 79***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	4	1	0	0	0	5
Alternate	0	0	5	0	0	1	0	6
Completers								
Traditional	0	0	2	0	0	0	0	2
Alternate	0	0	9	0	0	0	0	9

**Table 80***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	0	2	2
Elementary Education (4-6)	0	1	1
Elementary Education (K-6)	2	0	2
English (7-12)	0	1	1
Mathematics (7-12)	1	0	1
Physical Education (K-12)	2	1	3
Social Studies (7-12)	0	1	1
Completers			
Biology (7-12)	0	3	3
Elementary Education (4-6)	0	4	4
Elementary Education (K-6)	1	0	1
English (7-12)	1	0	1
Physical Education (K-12)	0	2	2



**Table 81**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	4	NA
Total Enrollment	NR	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
<b>Completer Data</b>	■	
Completed Teacher Education	■	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract/ST/intern) Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	NA
Disposition (Summative) (0.00-3.00) Average	■	NA
Foundation of Reading Score (090) Average	■	NA
Foundations of Reading Average Number of Attempts	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis PLT Average Number of Attempts	■	NA

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 82**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	3	1	4
Alternate	NA	NA	NA
<b>Completers</b>			
Traditional	0	0	0
Alternate	NA	NA	NA

**Table 83***2018-2019 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 84***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Business Education (7-12)	1	NA	1
Elementary Education (K-6)	3	NA	3
Completers			
	0	NA	0

**Table 85**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	3	NA
Total Enrollment	10	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
<b>Completer Data</b>	■	
Completed Teacher Education	■	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract/ST/intern) Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	NA
Disposition (Summative) (0.00-3.00) Average	■	NA
Foundation of Reading Score (090) Average	■	NA
Foundations of Reading Average Number of Attempts	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis PLT Average Number of Attempts	■	NA

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 86**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	3	0	3
Alternate	NA	NA	NA
<b>Completers</b>			
Traditional	0	1	1
Alternate	NA	NA	NA

**Table 87**  
*2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	3	0	0	0	0	3
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	1	0	0	0	0	1
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

**Table 88**  
*2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Elementary Education (K-6)	3	NA	3
Completers			
Elementary Education (K-6)	1	NA	1

**Table 89**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	281	40
Total Enrollment	515	80
Admittance Core Hours Average	45.73	NA
Admittance GPA Average	3.33	3.42
Admittance ACT Average	24.30	26.17
Admittance SAT Average	1089.38	1235.71
Admittance Praxis CORE Reading Average	167.86	198.00
Admittance Praxis CORE Writing Average	159.57	188.00
Admittance Praxis CORE Math Average	165.50	166.00
<b>Completer Data</b>		
Completed Teacher Education	233	31
Completer GPA Average	3.52	3.85
Clinical Hrs. Completed (obv/pract/ST/intern) Average	800.93	NA
TIAI (Summative) (0.00-3.00) Average	2.41	2.17
Disposition (Summative) (0.00-3.00) Average	2.80	2.76
Foundation of Reading Score (090) Average	245.54	NA
Foundations of Reading Average Number of Attempts	1.35	NA
Praxis Content Knowledge Average Number of Attempts	1.14	NA
Praxis PLT Average Number of Attempts	1.09	NA

**Table 90**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	231	50	281
Alternate	22	18	40
<b>Completers</b>			
Traditional	200	33	233
Alternate	25	6	31

**Table 91***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	10	5	3	262	0	281
Alternate	0	1	5	3	0	31	0	40
Completers								
Traditional	0	2	6	4	3	218	0	233
Alternate	0	0	1	1	0	29	0	31

**Table 92***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	5	7	12
Elementary Education (K-6)	187	0	187
English (7-12)	25	23	48
Mathematics (7-12)	17	5	22
Mild/Mod Disability (K-12)	12	0	12
Music Ed. Instrumental (K-12)	9	0	9
Music Ed. Vocal (K-12)	5	0	5
Social Studies (7-12)	21	5	26
Completers			
Biology (7-12)	3	4	7
Chemistry (7-12)	1	1	2
Elementary Education (K-6)	156	1	157
English (7-12)	20	14	34
Mathematics (7-12)	10	1	11
Mild/Mod Disability (K-12)	11	0	11
Music Ed. Instrumental (K-12)	9	0	9
Music Ed. Vocal (K-12)	5	0	5
Social Studies (7-12)	18	10	28



**Table 93**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	171	25
Total Enrollment	558	29
Admittance Core Hours Average	97.95	NA
Admittance GPA Average	3.27	3.46
Admittance ACT Average	23.01	25.00
Admittance SAT Average	1104.00	NA
Admittance Praxis CORE Reading Average	176.64	189.67
Admittance Praxis CORE Writing Average	168.55	172.00
Admittance Praxis CORE Math Average	164.18	179.00
<b>Completer Data</b>		
Completed Teacher Education	221	13
Completer GPA Average	3.47	3.79
Clinical Hrs. Completed (obv/pract/ST/intern) Average	769.94	NA
TIAI (Summative) (0.00-3.00) Average	2.61	2.39
Disposition (Summative) (0.00-3.00) Average	2.89	2.68
Foundation of Reading Score (090) Average	245.70	NA
Foundations of Reading Average Number of Attempts	1.63	NA
Praxis Content Knowledge Average Number of Attempts	1.22	NA
Praxis PLT Average Number of Attempts	1.05	NA

**Table 94**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	131	40	171
Alternate	13	12	25
<b>Completers</b>			
Traditional	189	32	221
Alternate	9	4	13



**Table 95***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	21	3	1	146	0	171
Alternate	0	0	2	0	0	23	0	25
Completers								
Traditional	1	2	15	13	5	185	0	221
Alternate	0	0	1	1	0	11	0	13

**Table 96***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	1	1
Biology (7-12)	3	5	8
Chemistry (7-12)	1	1	2
Dancing (K-12)	1	0	1
Elementary Education (K-6)	104	0	104
English (7-12)	10	7	17
Health Education (K-12)	0	1	1
Mathematics (7-12)	4	1	5
Mild/Mod Disability (K-12)	1	0	1
Music Ed. Instrumental (K-12)	15	0	15
Music Ed. Vocal (K-12)	8	0	8
Physical Education (K-12)	7	1	8
Social Studies (7-12)	15	7	22
Spanish (K-12)	2	1	3
Completers			
Biology (7-12)	6	0	6
Chemistry (7-12)	0	1	1
Dancing (K-12)	3	0	3
Elementary Education (K-6)	140	0	140
English (7-12)	13	5	18
Family & Consumer Sci (7-12)	0	1	1
Health Education (K-12)	0	1	1
Hearing Disability (K-12)	2	0	2
Mathematics (7-12)	6	2	8
Mild/Mod Disability (K-12)	9	0	9
Music Ed. Instrumental (K-12)	19	0	19
Music Ed. Vocal (K-12)	5	0	5

Area of Licensure	Traditional	Alternate	Total
Physical Education (K-12)	9	1	10
Social Studies (7-12)	8	2	10
Spanish (K-12)	1	0	1



**Table 97**  
*2018-2019 Comparison of Preparation*

	Traditional	Alternate
<b>Admittance Data</b>		
Admitted into Traditional Teacher Education	41	110
Total Enrollment	219	376
Admittance Core Hours Average	44.00	NA
Admittance GPA Average	3.43	3.22
Admittance ACT Average	23.00	23.16
Admittance SAT Average	1200.00	NA
Admittance Praxis CORE Reading Average	180.00	172.69
Admittance Praxis CORE Writing Average	167.11	160.03
Admittance Praxis CORE Math Average	158.33	167.00
<b>Completer Data</b>		
Completed Teacher Education	59	151
Completer GPA Average	3.69	3.65
Clinical Hrs. Completed (obv/pract/ST/intern) Average	857.46	NA
TIAI (Summative) (0.00-3.00) Average	2.81	2.63
Disposition (Summative) (0.00-3.00) Average	2.92	2.60
Foundation of Reading Score (090) Average	245.39	240.25
Foundations of Reading Average Number of Attempts	1.73	1.00
Praxis Content Knowledge Average Number of Attempts	1.44	NA
Praxis PLT Average Number of Attempts	1.32	NA

**Table 98**  
*2018-2019 Gender*

	Female	Male	Total
<b>Admits</b>			
Traditional	37	4	41
Alternate	77	33	110
<b>Completers</b>			
Traditional	55	4	59
Alternate	101	50	151

**Table 99***2018-2019 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	2	2	0	37	0	41
Alternate	1	0	27	3	0	79	0	110
Completers								
Traditional	0	1	3	0	1	53	1	59
Alternate	0	0	29	1	1	120	0	151

**Table 100***2018-2019 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	1	1
Biology (7-12)	0	8	8
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	23	23
Elementary Education (K-6)	39	0	39
English (7-12)	1	12	13
Health Education (K-12)	0	1	1
Mathematics (7-12)	1	2	3
Mild/Mod Disability (K-12)	0	42	42
Physical Education (K-12)	0	11	11
Social Studies (7-12)	0	5	5
Spanish (K-12)	0	2	2
Speech Communication (7-12)	0	2	2
Completers			
Art (K-12)	1	3	4
Biology (7-12)	1	12	13
Business Education (7-12)	0	9	9
Elementary Education (4-6)	0	31	31
Elementary Education (K-6)	51	0	51
English (7-12)	4	23	27
Health Education (K-12)	0	7	7
Mathematics (7-12)	2	6	8
Mild/Mod Disability (K-12)	0	25	25
Physical Education (K-12)	0	24	24
Social Studies (7-12)	0	10	10
Spanish (K-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:

<b>Admitted</b>
Total Number of Leadership Candidates Admitted
Average of All Candidate Admit GPAs
Total Number of Leadership Candidates Enrolled
Average Years of Teaching
<b>Completed</b>
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

<b>Private EPPs</b>	<b>Public EPPs</b>
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)

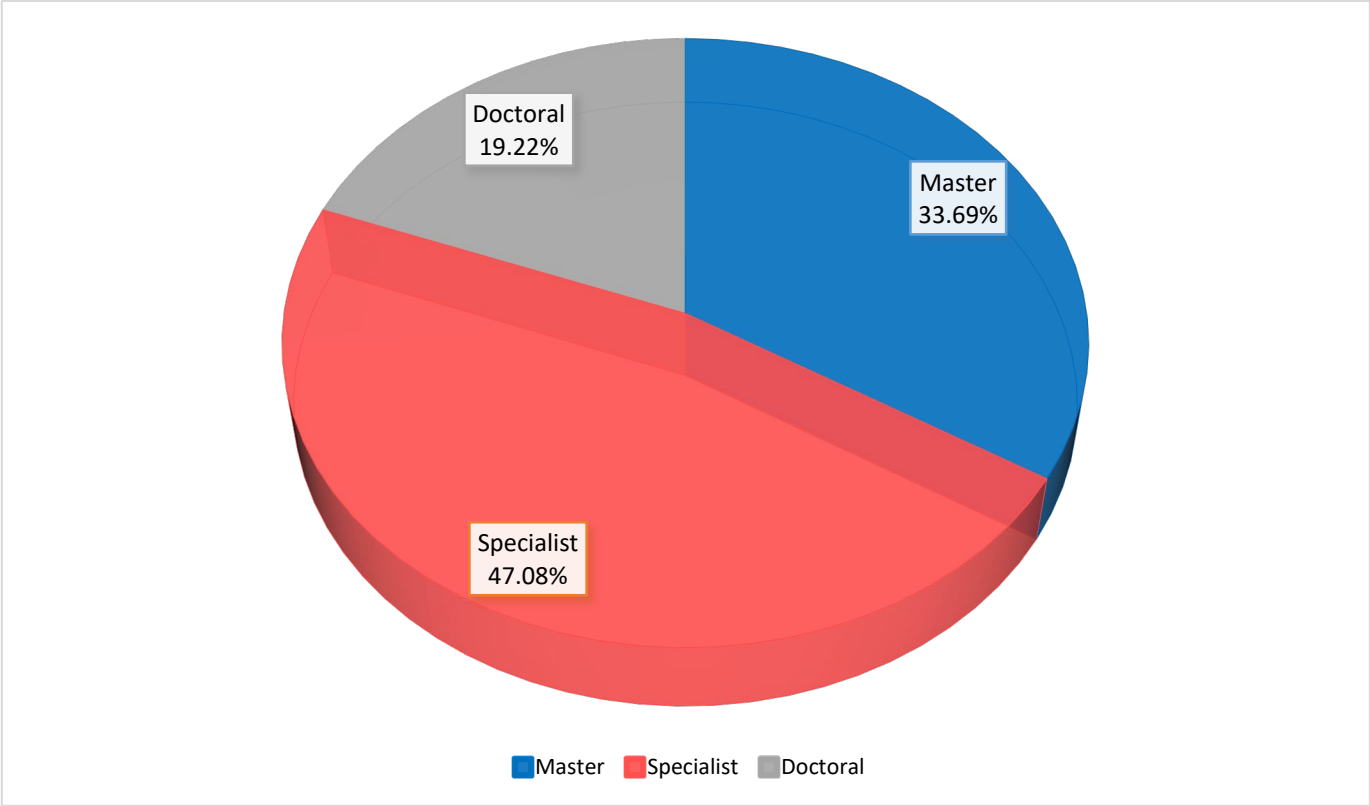
**Table 101***2018-2019 Admitted Leadership Candidates by EPP*

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Total number of Administrator admitted										
Masters	20	12	0	52	7	2	12	14	37	156
Specialists	28	51	0	42	13	NA	16	11	57	218
Doctoral	NA	NA	2	14	NA	NA	9	27	37	88
Average Administrator admit GPAs										
Masters	3.13	3.17	NA	3.08	3.65	■	3.56	3.49	3.50	3.30
Specialists	3.41	3.72	NA	3.69	3.51	NA	3.84	3.63	3.74	3.67
Doctoral	NA	NA	■	3.71	NA	NA	3.43	3.89	3.91	3.81
Average number of years teaching										
Masters	12.79	8.08	NA	6.17	6.00	■	NR	7.17	7.33	7.70
Specialists	11.32	9.66	NA	7.62	5.69	NA	NR	9.00	8.69	8.78
Doctoral	NA	NA	NR	9.96	NA	NA	NR	9.88	10.96	10.50

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**463**  
**Admitted Candidates**  
**into Leadership**  
**Programs**

**Figure 44**  
*2018-2019 Leadership Admitted Candidates*



## Admitted Leadership by Gender

In 2018-2019, the nine EPP leadership programs admitted a total of 463 candidates. Females represented 76% (n=354) of admitted candidates and male candidates represented 24% (n=107).

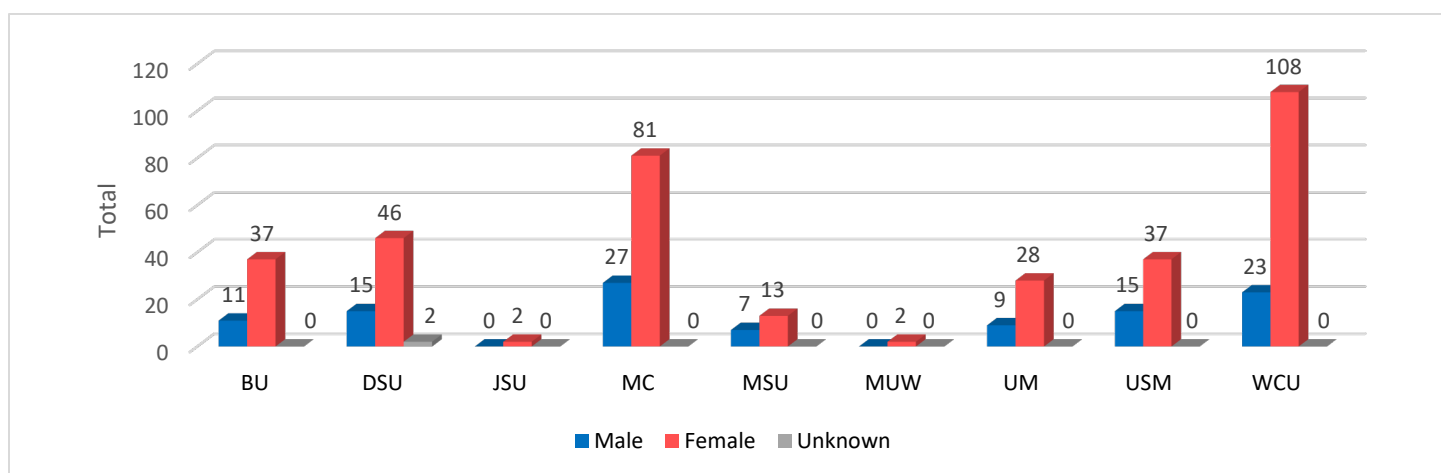
**Table 102**

*2018-2019 Admitted Leadership Program Candidates by Gender*

Gender	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	11	15	0	27	7	0	9	15	23	107
Female	37	46	2	81	13	2	28	37	108	354
Unknown	0	2	0	0	0	0	0	0	0	2
Total	48	63	2	108	20	2	37	52	131	463

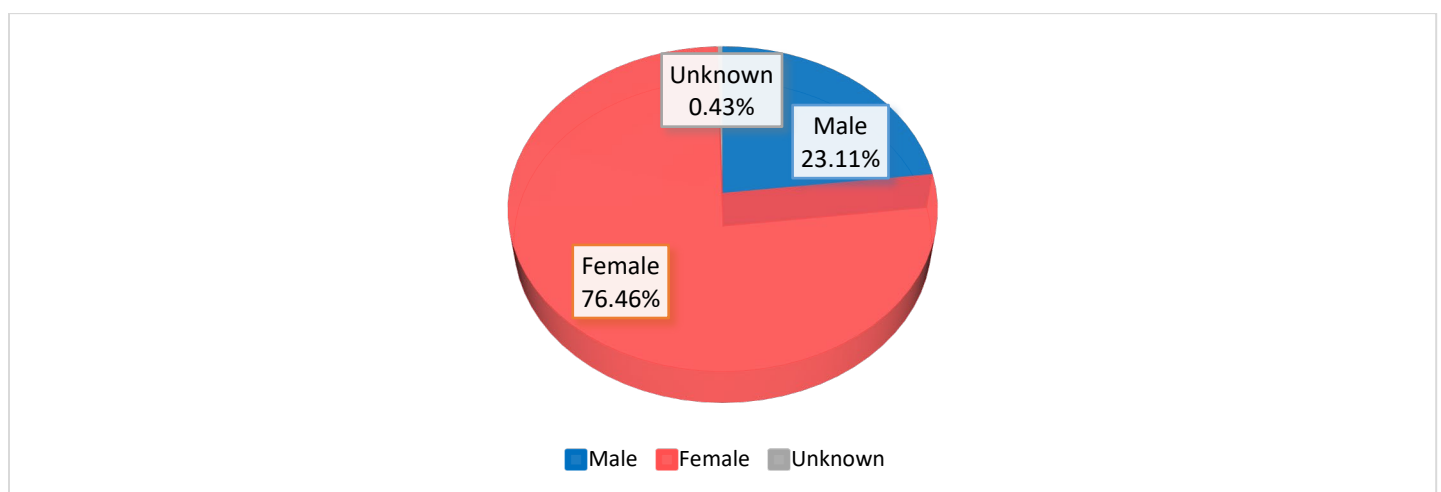
**Figure 45**

*2018-2019 Admitted Leadership Program Candidates by Gender*



**Figure 46**

*2018-2019 Admitted Leadership Program Candidates by Gender*





## Admitted Leadership Program Candidates by Ethnicity

In 2018-2019, the nine EPP leadership programs admitted a total of 463 candidates. The following data show the ethnicity of all admitted candidates.

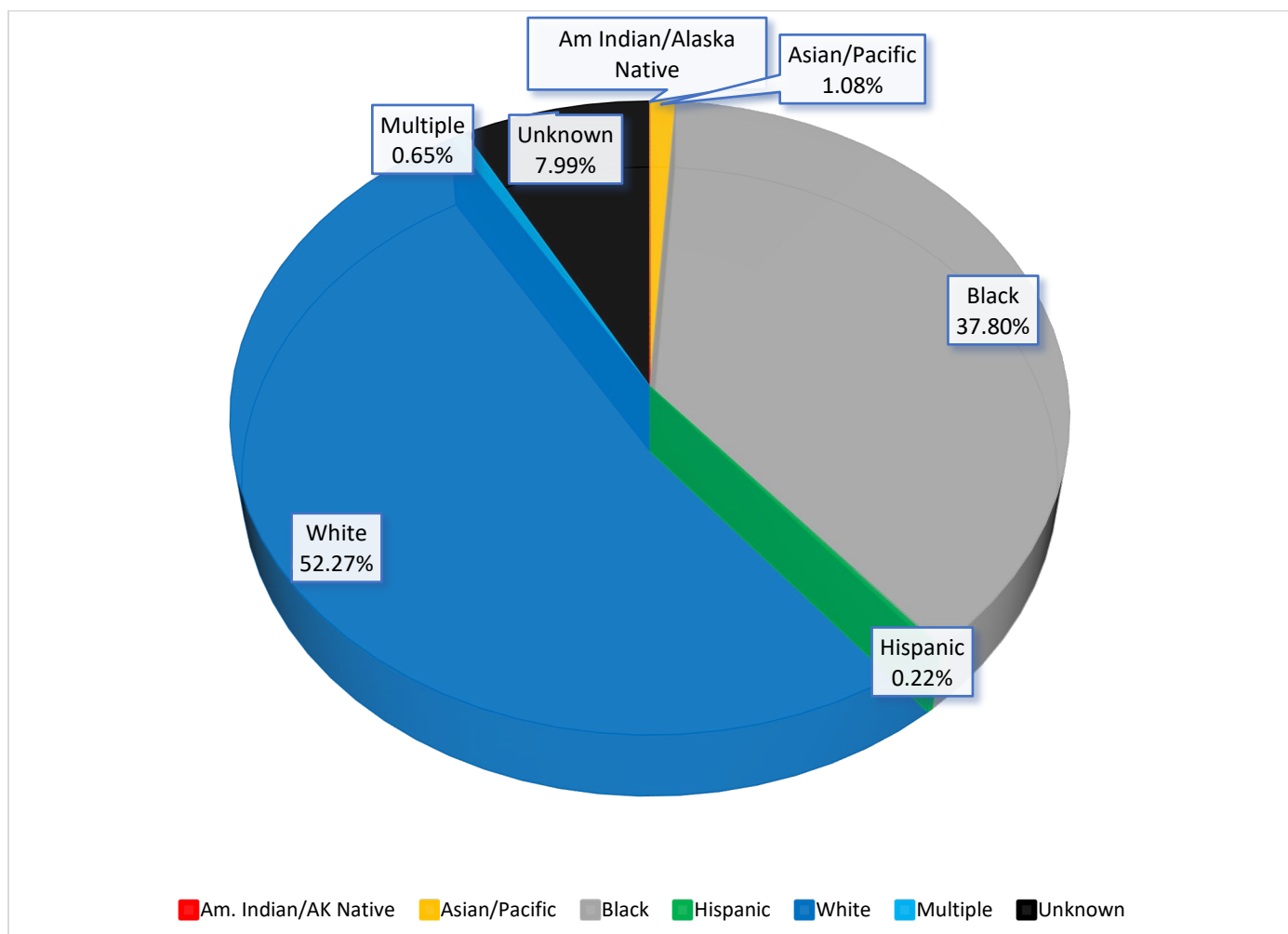
**Table 103**

*2018-2019 Admitted Leadership Program Candidates 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	1	1	0	3	0	0	0	0	0	5
Black	24	15	2	51	12	0	12	15	44	175
Hispanic	0	0	0	0	0	0	0	1	0	1
Multiple	0	0	0	0	1	0	0	2	0	3
White	21	13	0	54	7	2	25	34	86	242
Unknown	2	34	0	0	0	0	0	0	1	37
Total	48	63	2	108	20	2	37	52	131	463

**Figure 47**

*2018-2019 Admitted Leadership Program Candidates by Ethnicity*



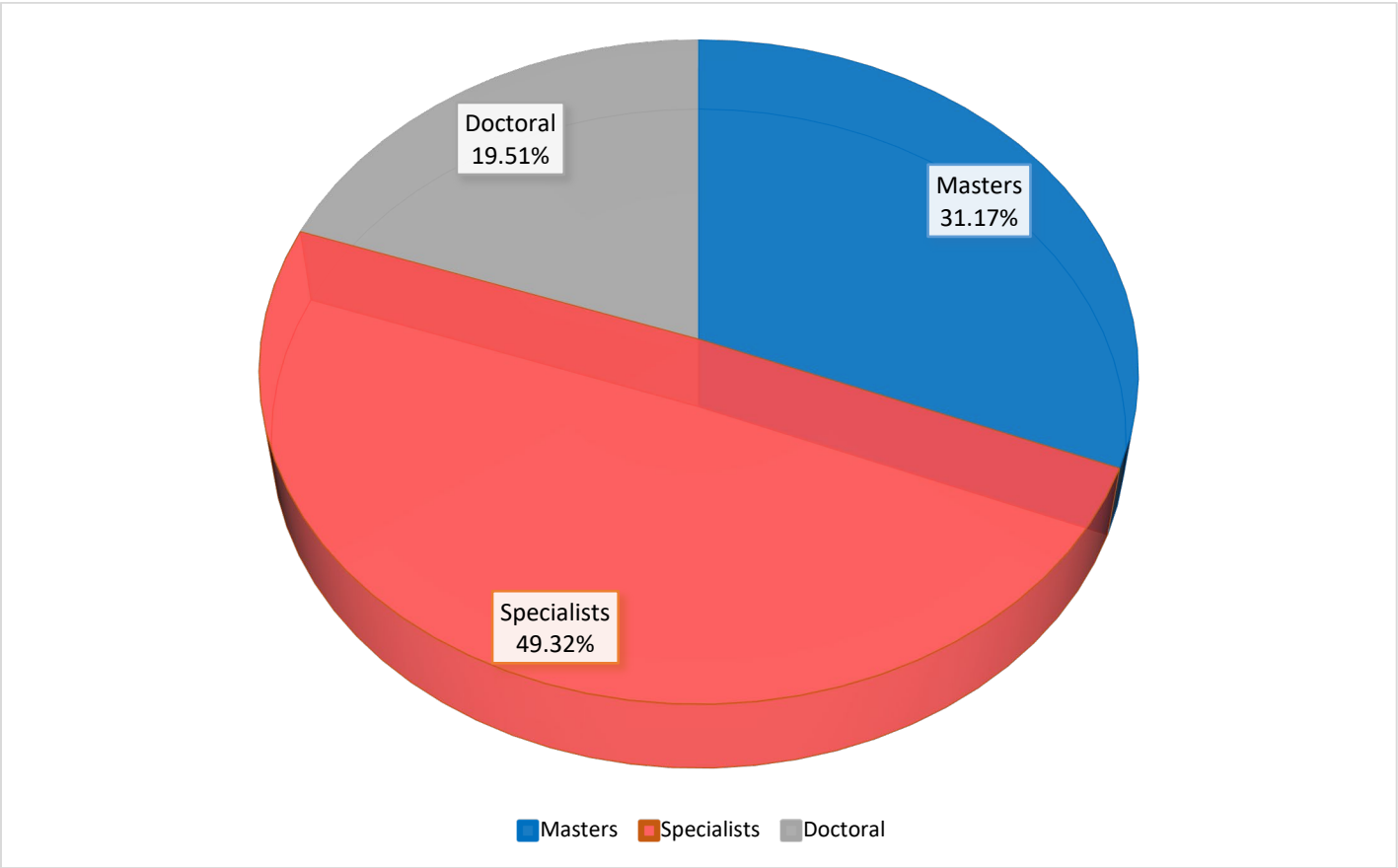
**Table 104***2018-2019 Completer Leadership Program Candidates by EPP*

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Total number of Administrator completers										
Masters	19	7	3	34	7	0	13	1	31	115
Specialists	22	32	0	19	12	0	26	10	61	182
Doctoral	0	0	7	9	0	0	9	7	40	72
Average of Administrator completer GPAs										
Masters	3.71	3.73	■	3.90	3.97	NA	3.79	■	3.90	3.85
Specialists	3.58	3.82	NA	3.89	3.89	NA	3.79	3.80	3.87	3.80
Doctoral	NA	NA	3.77	3.80	NA	NA	3.70	3.81	3.95	3.88
Average internship clock hours completed										
Masters	320.00	250.00	■	300.00	300.00	NA	400.00	■	500.00	369.11
Specialists	320.00	250.00	NA	228.95	300.00	NA	400.00	125.00	500.00	357.91
Doctoral	NA	NA	NR	NA	NA	NA	400.00	125.00	0.00	79.91
Average credit hours earned										
Masters	33.95	39.00	■	36.88	33.00	NA	30.00	■	36.00	35.38
Specialists	33.14	35.91	NA	40.95	40.00	NA	30.00	46.00	36.00	36.11
Doctoral	NA	NA	77.43	44.89	NA	NA	57.00	52.86	40.93	48.14
Average number of times attempted SLLA										
Masters	1.07	1.00	■	1.00	1.00	NA	1.00	■	1.00	1.02
Specialists	1.00	1.06	NA	1.08	1.00	NA	1.00	1.50	1.15	1.10
Doctoral	NA	NA	NR	1.67	NA	NA	1.00	1.75	NR	1.63

■ = In cases where there are less than 5, data will not be displayed to protect the anonymity of student.

**369**  
**Leadership Completers**

**Figure 48**  
*2018-2019 Completer Leadership Program Candidates*



## Completer Leadership Program Candidates by Gender

In 2018-2019, 369 candidates completed Educational Leadership programs from nine EPPs. The percentage of female completers was 75% (n=278) and the percentage of males was 24% (n=90).

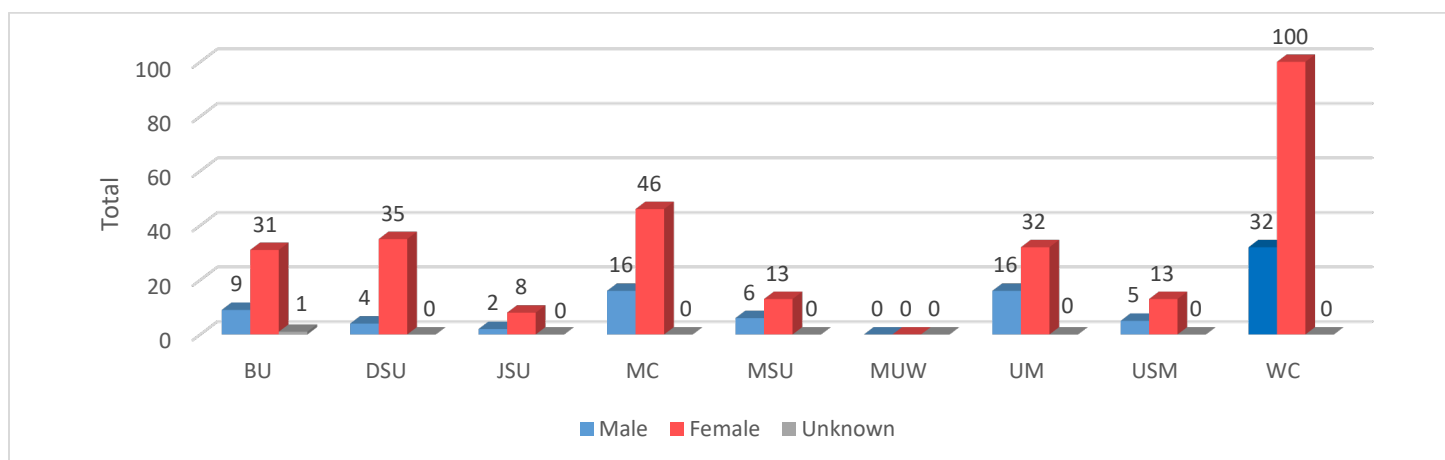
**Table 105**

*2018-2019 Completer Leadership Program Candidates by Gender*

Gender	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	9	4	2	16	6	0	16	5	32	90
Female	31	35	8	46	13	0	32	13	100	278
Unknown	1	0	0	0	0	0	0	0	0	1
Total	41	39	10	62	19	0	48	18	132	369

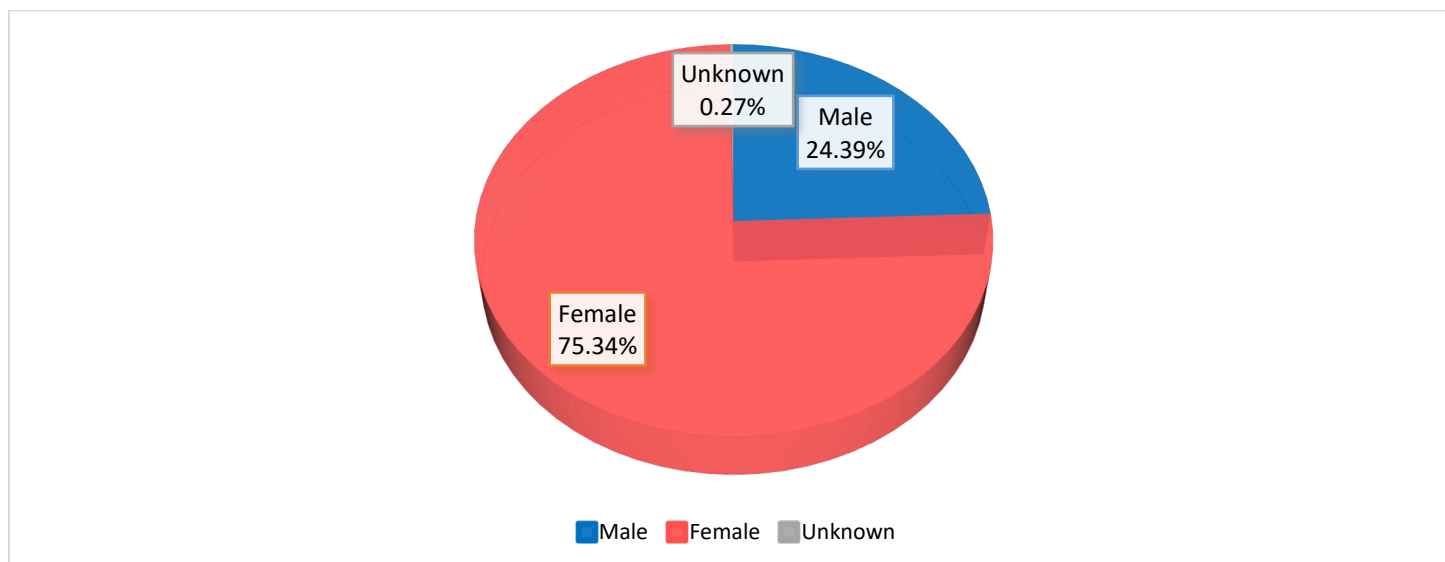
**Figure 49**

*2018-2019 Completer Leadership Program Candidates by Gender*



**Figure 50**

*2018-2019 Completer Leadership Program Candidates by Gender*



## Completer Educational Leadership Programs by Ethnicity

In 2018-2019, 369 candidates completed leadership programs from the nine EPPs. The following data show the ethnicity of all leadership program candidate completers.

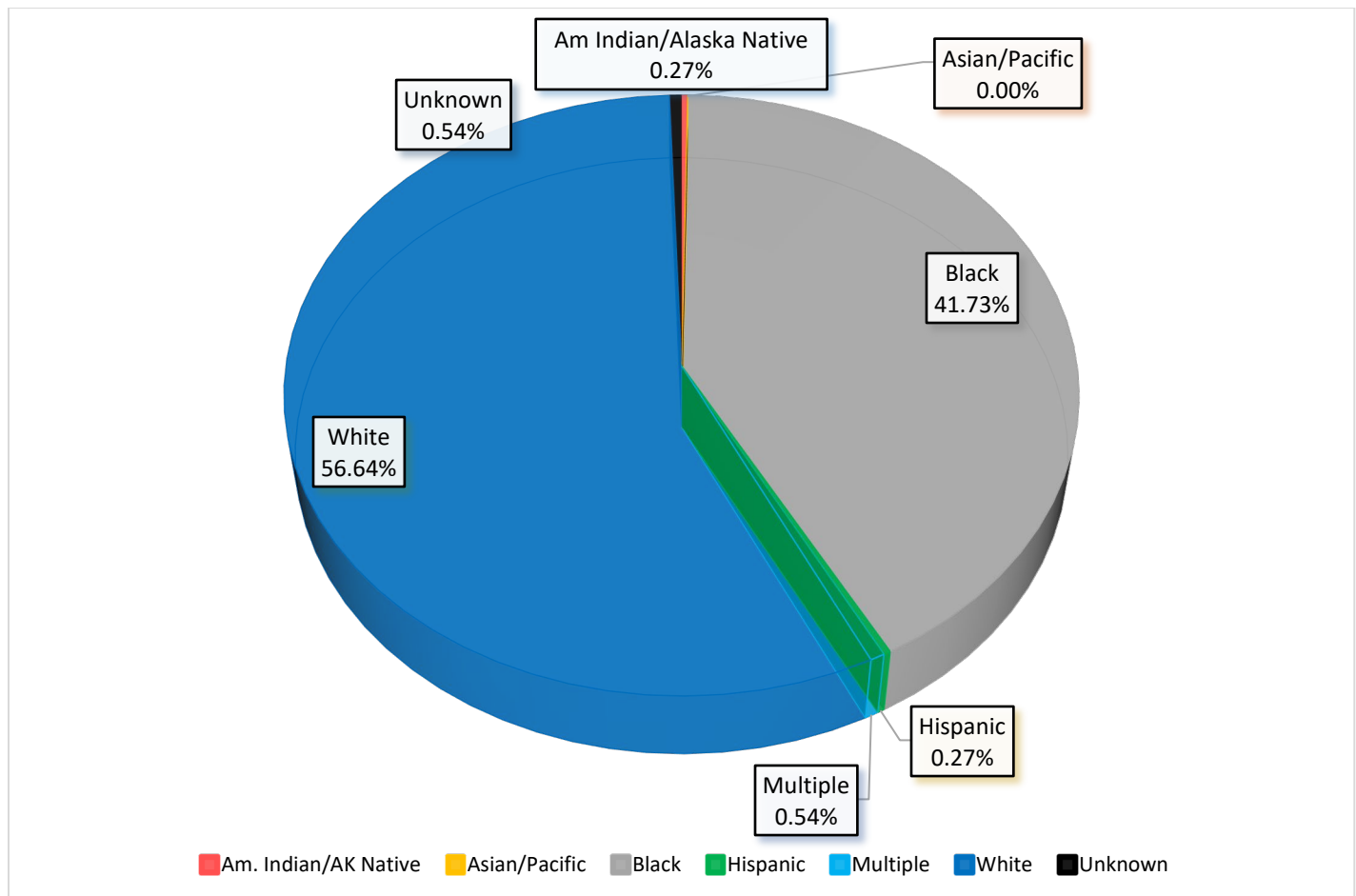
**Table 106**

*2018-2019 Completer Leadership Program by Ethnicity*

Ethnicity	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	1	0	0	0	0	0	0	0	1
Asian/Pacific	0	0	0	0	0	0	0	0	0	0
Black	21	18	10	29	10	0	21	4	41	154
Hispanic	0	0	0	0	0	0	1	0	0	1
Multiple	0	1	0	1	0	0	0	0	0	2
White	19	18	0	32	9	0	26	14	91	209
Unknown	1	1	0	0	0	0	0	0	0	2
<b>Total</b>	<b>41</b>	<b>39</b>	<b>10</b>	<b>62</b>	<b>19</b>	<b>0</b>	<b>48</b>	<b>18</b>	<b>132</b>	<b>369</b>

**Figure 51**

*2018-2019 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:

<b>Admitted</b>
Total Number of Advanced Program Candidates Admitted
Average of Advanced Program Admit GPAs
Total Number of Advanced Program Candidates Enrolled
Average Years of Teaching
<b>Completed</b>
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 eight EPPs provided data for advanced-level programs.

<b>Private EPPs</b>	<b>Public EPPs</b>
Belhaven University (BU)	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***2018-2019 Admitted Advanced-Level Program Candidates by EPP*

	BU	DSU	JSU	MC	MUW	UM	USM	WCU	Total/Avg
Total number of advanced-level program candidates admitted:	27	17	108	97	15	8	37	65	374
Child Development (Masters)	0	0	0	0	0	8	0	0	8
Dyslexia (Masters)	0	0	0	57	0	0	11	23	91
Gifted Education (Masters)	0	0	0	0	10	0	0	22	32
Psychometry (Masters and Doctorate)	0	0	84	0	0	0	0	0	84
Reading (Masters)	27	0	0	0	5	0	0	0	32
School Counseling (Masters and Specialists)	0	8	24	0	0	0	15	0	47
Special Education (Masters and Specialists)	0	9	0	40	0	0	11	20	80
Average of advanced-level program Admit GPAs:	3.49	3.21	3.54	3.19	3.52	3.59	3.66	3.25	3.42
Average Years of Teaching Experience:	8.89	3.38	0.90	NR	3.14	NR	NR	NR	4.38
Total number of advanced-level program candidates enrolled:	53	40	NR	NR	25	9	90	196	417



# 374

**Admitted into Advanced-  
Level Programs at the  
Initial Level**

## Admitted Advanced-Level Program Candidates by Gender

In 2018-2019, the eight EPPs' advanced-level degree programs admitted a total of 374 candidates. Females represented 96% (n=359) of admitted candidates into the programs and male candidates represented 4% (n=15).

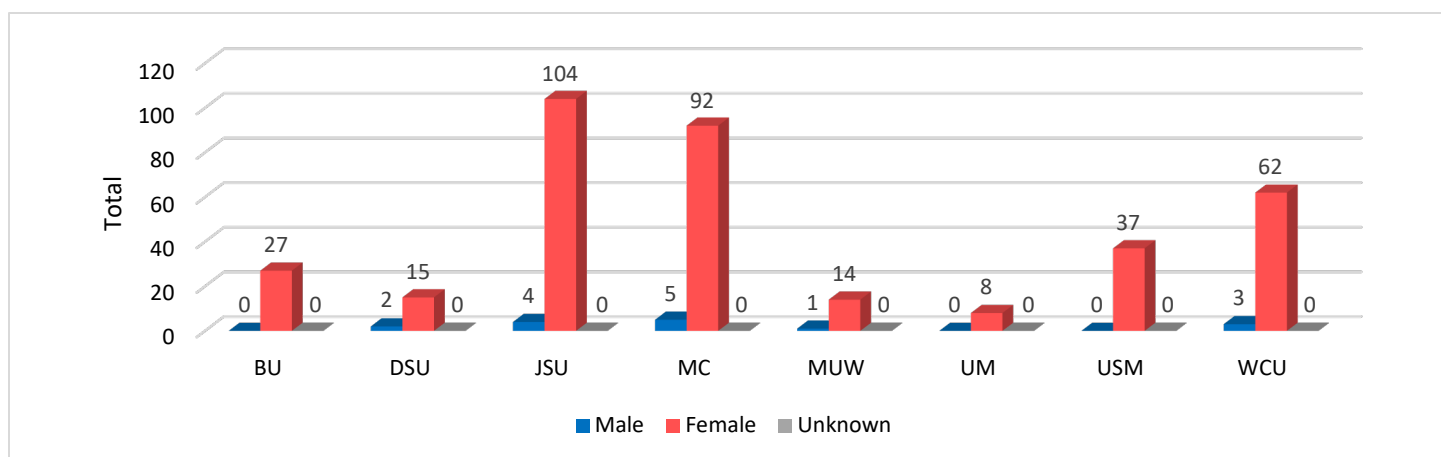
**Table 108**

*2018-2019 Admitted Advanced-Level Program Candidates by Gender*

Gender	BU	DSU	JSU	MC	MUW	UM	USM	WCU	Total
Male	0	2	4	5	1	0	0	3	15
Female	27	15	104	92	14	8	37	62	359
Unknown	0	0	0	0	0	0	0	0	0
Total	27	17	108	97	15	8	37	65	374

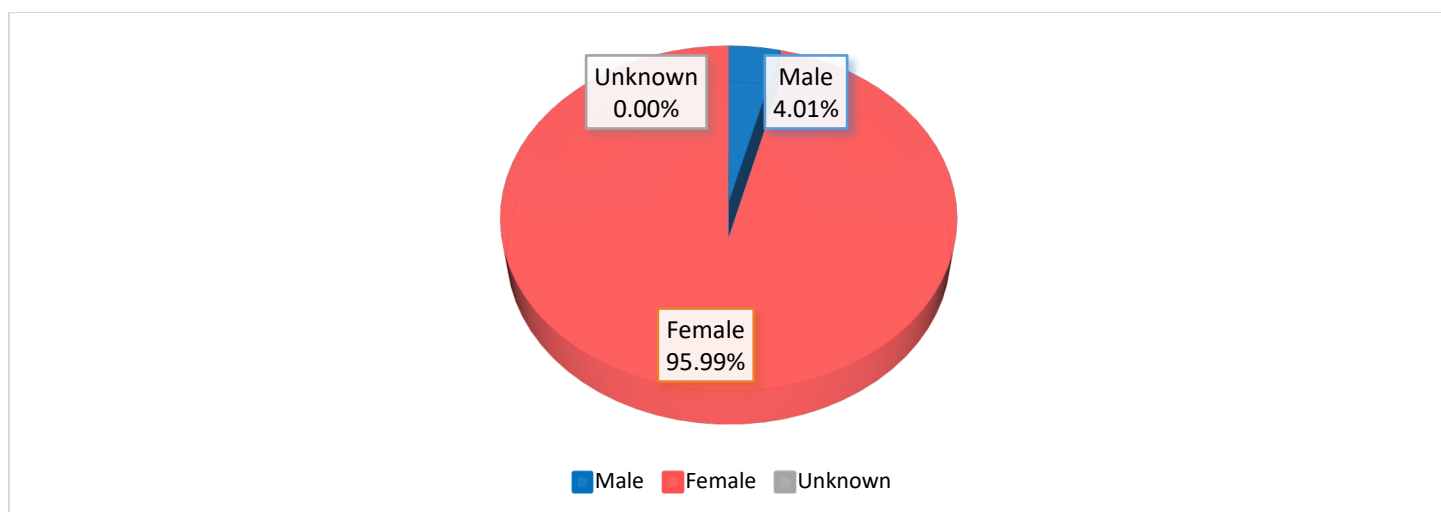
**Figure 52**

*2018-2019 Admitted Advanced-Level Program Candidates by Gender*



**Figure 53**

*2018-2019 Admitted Advanced-Level Program Candidates by Gender*





## Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2018-2019, the eight EPPs' advanced-level degree programs admitted a total of 374 candidates. The following data show the ethnicity of all admitted candidates into the EPP advanced-level degree programs.

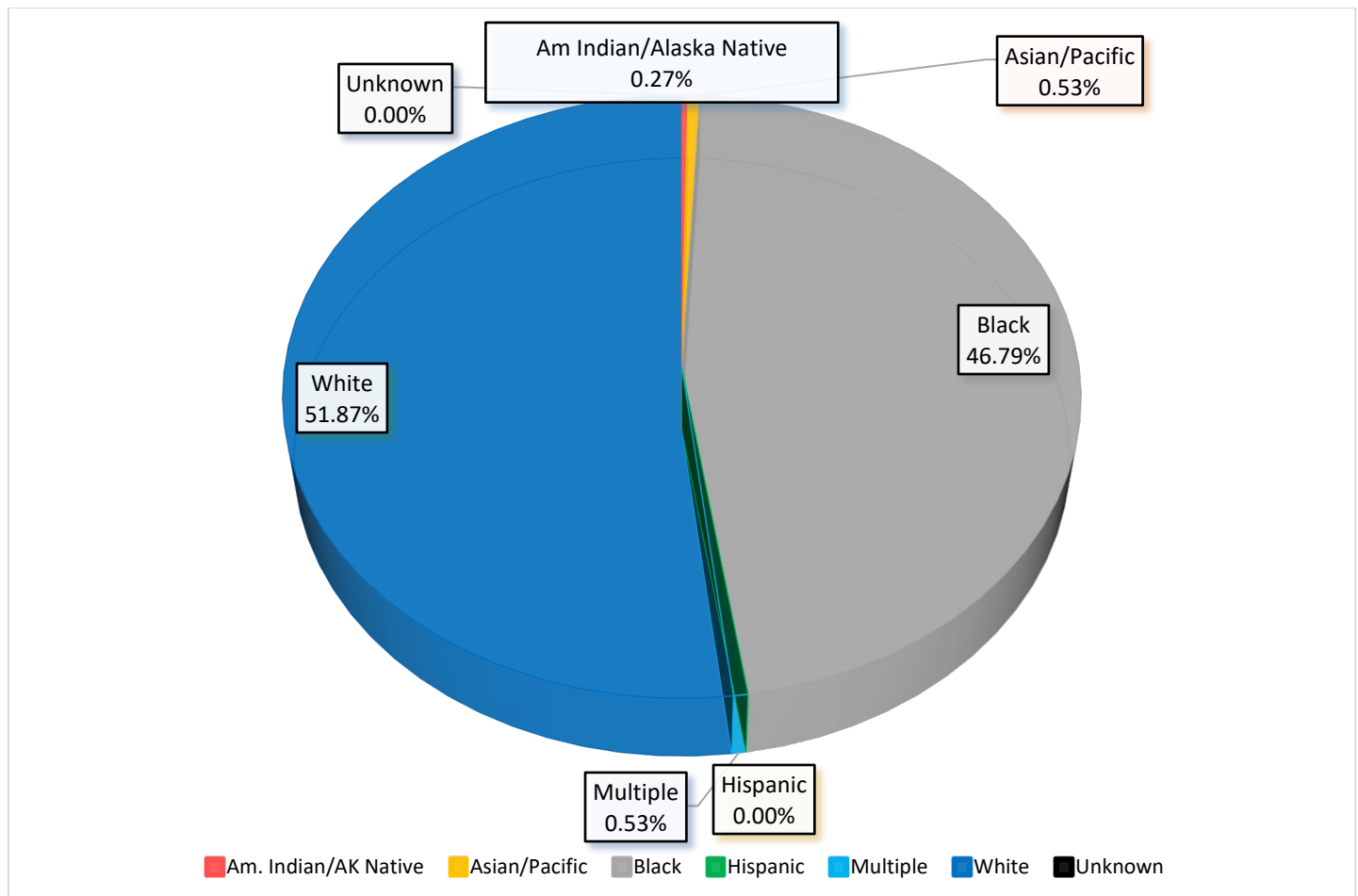
**Table 109**

*2018-2019 Admitted Advanced-Level Program Candidates by Ethnicity*

Ethnicity	BU	DSU	JSU	MC	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	0	1	0	0	0	1
Asian/Pacific	1	0	0	1	0	0	0	0	2
Black	9	7	104	25	4	1	9	16	175
Hispanic	0	0	0	0	0	0	0	0	0
Multiple	0	0	0	1	0	0	0	1	2
White	17	10	4	70	10	7	28	48	194
Unknown	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>27</b>	<b>17</b>	<b>108</b>	<b>97</b>	<b>15</b>	<b>8</b>	<b>37</b>	<b>65</b>	<b>374</b>

**Figure 54**

*2018-2019 Admitted Advanced-Level Program Candidates by Ethnicity*



**Table 110***2018-2019 Advanced-Level Degree Program Completers*

	BU	DSU	JSU	MC	MUW	UM	USM	WCU	Total/Avg
Total number of Advanced-Level Degree completers	26	18	63	54	4	1	39	48	253
Child Development (Masters)	0	0	0	0	0	1	0	0	1
Dyslexia (Masters)	0	0	0	32	0	0	13	11	56
Gifted (Masters)	0	0	0	0	4	0	1	11	16
Psychometry (Specialists and Doctorate)	0	0	50	0	0	0	0	0	50
Reading (Masters)	26	0	6	0	0	0	0	0	32
School Counseling (Masters and Specialists)	0	11	7	0	0	0	14	0	32
Special Ed (Masters, Specialists, and Doctorate)	0	7	0	22	0	0	11	26	66
Average of Advanced-Level Degree completer GPA	3.60	3.84	3.64	3.86	■	■	3.72	3.82	33.85
Average Internship Clock Hours Completed									
Child Development (Masters)	NA	NA	NA	NA	NA	■	NA	NA	45.00
Dyslexia (Masters)	NA	NA	NA	NR	NA	NA	700.00	NR	700.00
Gifted (Masters)	NA	NA	NA	NA	■	NA	350.00	NR	262.00
Psychometry (Specialists and Doctorate)	NA	NA	150.00	NA	NA	NA	NA	NA	150.00
Reading (Masters)	NR	NA	NR	NA	NA	NA	NA	NA	NR
School Counseling (Masters and Specialists)	NA	600.00	150.00	NA	NA	NA	700.00	NR	558.06
Special Ed (Masters, Specialists, and Doctorate)	NA	130.00	NA	NR	NA	NA	324.44	NR	239.38
Average Number of Times Attempted PRAXIS CK									
School Counseling	NA	1.10	1.14	NA	NA	NA	1.00	NA	1.06
Special Education	NA	1.00	NA	NR	NA	NA	1.00	NR	1.00

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**253**

**Advanced-Level Program Completers  
at the Initial Level**

## Completer Candidates in Advanced-Level Degree Programs by Gender

In 2018-2019, the eight EPPs' advanced-level degree programs had a total of 253 completer candidates. Females completers represented 94.47% (n=239) candidates and male completers represented 5.53% (n=14).

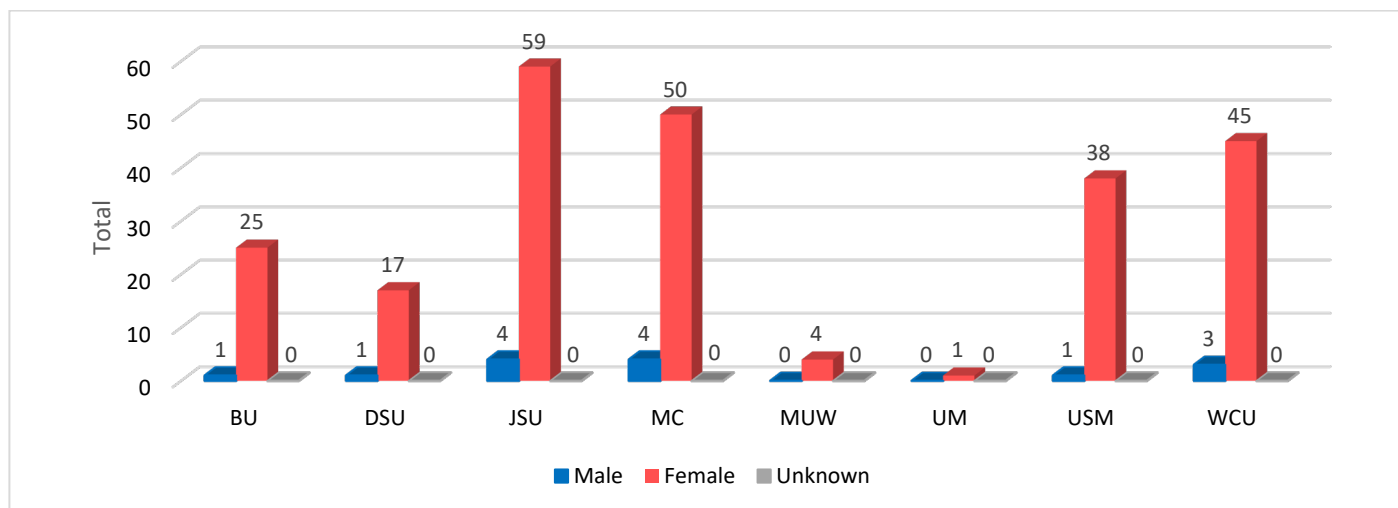
**Table 111**

*2018-2019 Advanced-Level Degree Program Completers by Gender*

Gender	BU	DSU	JSU	MC	MUW	UM	USM	WCU	Total
Male	1	1	4	4	0	0	1	3	14
Female	25	17	59	50	4	1	38	45	239
Unknown	0	0	0	0	0	0	0	0	0
Total	26	18	63	54	4	1	39	48	253

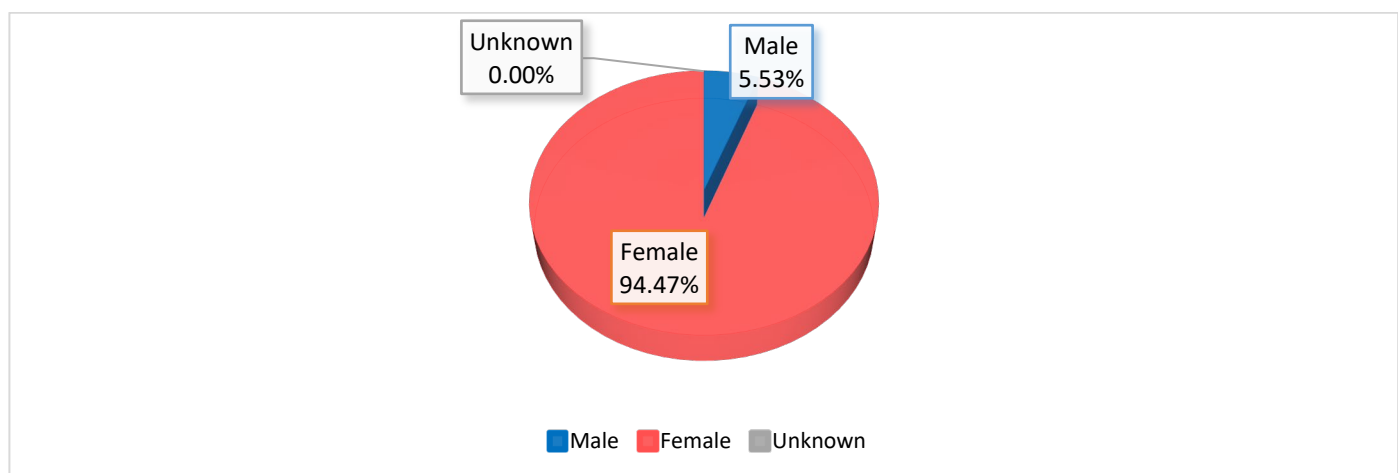
**Figure 55**

*2018-2019 Advanced-Level Degree Program Completers by Gender*



**Figure 56**

*2018-2019 Advanced-Level Degree Program Completers by Gender*



## Completer Candidates in Advanced-Level Degree Programs by Ethnicity

In 2018-2019, 253 candidates completed advanced-level degrees from eight EPPs. The following data show the ethnicity of candidates who completed advanced degrees leading to initial licensure.

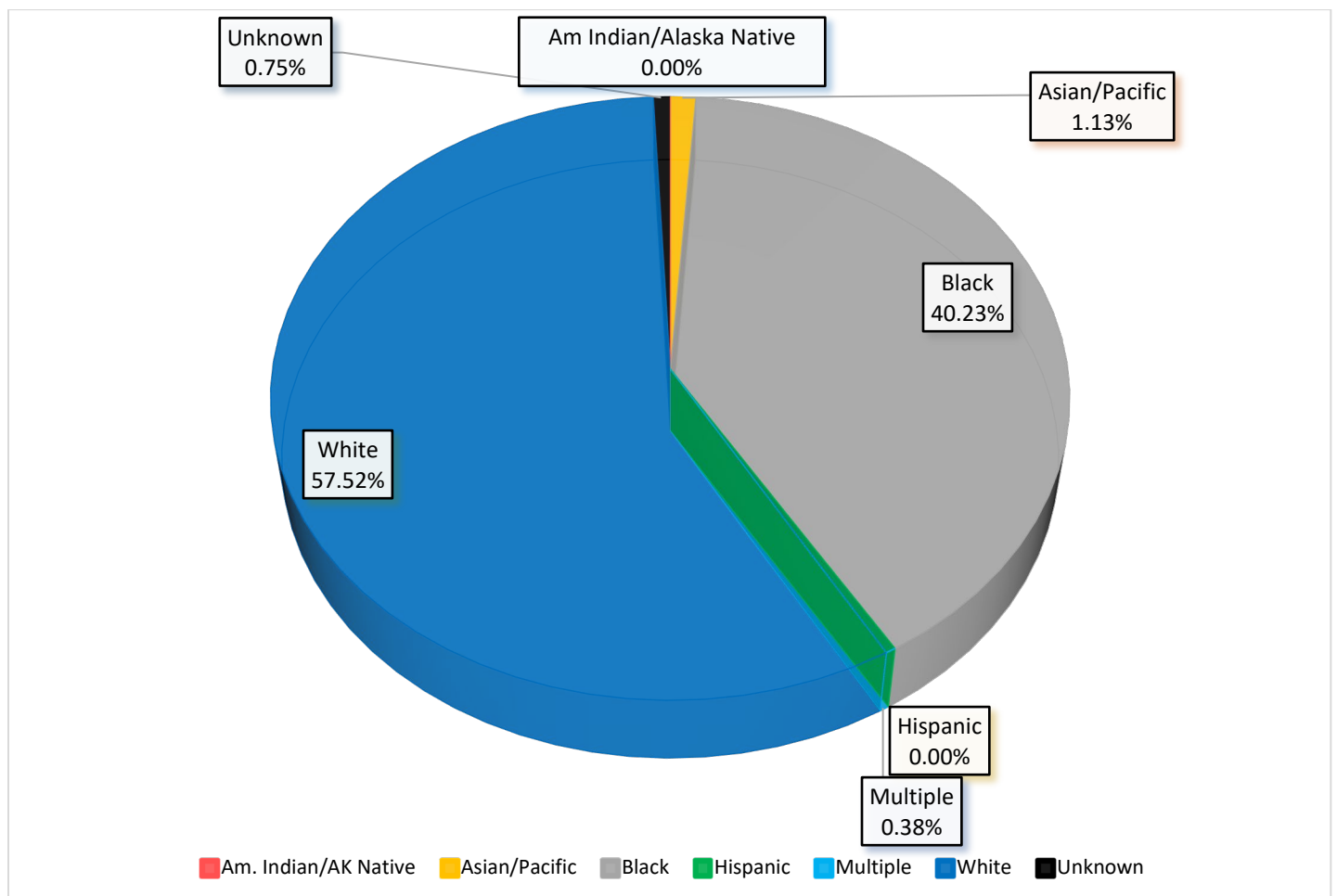
**Table 112**

*2018-2019 Advanced-Level Degree Completer Candidates by Ethnicity*

Ethnicity	BU	DSU	JSU	MC	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	0	0	0	0	0	0
Asian/Pacific	1	0	0	0	0	0	1	1	3
Black	8	10	58	12	0	0	8	11	107
Hispanic	0	0	0	0	0	0	0	0	0
Multiple	0	0	0	0	0	0	1	0	1
White	16	8	5	42	4	1	29	36	153
Unknown	1	0	0	0	0	0	1	0	2
Total	26	18	63	54	4	1	39	48	253

**Figure 57**

*2018-2019 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**

*2018-2019 Initial Program Completer Praxis Content Knowledge*

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5014 Elementary Ed	Unknown	0		2	173.00	2	173.00
5017 Elementary Ed	153	502	169.29	118	170.36	620	169.50
5018 Elementary Ed	163	24	170.92	51	172.67	75	172.11
5038 English	167	90	179.08	34	176.97	124	178.50
5081 Social Studies	150	67	166.25	26	158.62	93	164.12
5091 Physical Ed	145	44	152.93	40	152.63	84	152.79
5101 Business Ed	153	4	169.75	4	161.75	8	165.75
5113 Music Ed	161	64	166.83	2	159.00	66	166.59
5122 Home Economics	153	2	165.50	1	167.00	3	166.00
5134 Art	158	3	164.00	10	165.70	13	165.31
5161 Math	152	43	157.86	13	162.77	56	159.00
5169 Mid Sch Math	165	0		1	182.00	1	182.00
5195 Spanish	160	2	182.50	3	169.33	5	174.60
5235 Biology	150	26	158.69	14	159.14	40	158.85
5245 Chemistry	151	3	158.00	0		3	158.00
5265 Physics	139	0		1	165.00	1	165.00
5272 Hearing Dis	160	1	166.00	0		1	166.00
5311 Library/Media	143	0		1	143.00	1	143.00
5354 Mild/Mod Dis	152	52	171.19	43	170.95	95	171.08
5551 Health Ed	149	9	156.78	10	160.50	19	158.74
Blank		30		3		33	

**Table 114**

*2018-2019 Advanced Program Completer Praxis Content Knowledge*

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5421 School Counselor	156	31	167.23	0		31	167.23
6011 School Leader	169	17	168.41	18	174.50	35	171.54
6990 School Leader	151	52	167.81	100	168.15	152	168.03
Blank (School Counselor)		1		0		1	
Blank (School Leaders)		65		117		182	

**Table 115**

*2018-2019 Praxis Exam Pass Rates by Public EPPs (Traditional and Alternate Route)*  
*(Number Tested/Percentage Pass at Best Attempt)*

Test Code	ASU N=14	DSU N=69	JSU N=54	MSU N=295	MUW N=25	MVSU N=11	UM N=264	USM N=234
5017 Elem Ed	5/100%	38/100%	25/100%	131/99%	13/92%	1/■	148/99%	139/99%
5018 Elem Ed	1/■	4/■	6/33%	9/89%	0	4/■	0	0
5038 English	0	5/100%	1/■	3/■	3/■	1/■	31/100%	18/100%
5081 So Stud	1/■	2/■	2/■	24/88%	1/■	0	27/96%	10/100%
5091 PE	4/■	8/100%	7/100%	13/100%	0	2/■	0	10/100%
5101 Bus Ed	0	0	2/■	2/■	0	0	0	0
5113 Music	2/■	8/100%	2/■	14/93%	4/■	0	10/90%	24/79%
5122 Home Ec	0	0	0	1/■	0	0	0	1/■
5134 Art	0	0	0	1/■	2/■	0	0	0
5161 Math	0	4/■	0	20/95%	0	0	11/82%	8/63%
5195 Spanish	0	0	0	1/■	0	0	0	1/■
5235 Biology	1/■	0	0	9/89%	1/■	3/■	6/100%	6/100%
5245 Chem	0	0	0	0	0	0	2/■	1/■
5265 Physics	0	0	0	0	0	0	0	0
5272 Hearing	0	0	0	0	0	0	0	1/■
5311 Library	0	0	0	0	0	0	0	0
5354 M/M Dis	0	0	1/■	29/100%	0	0	11/100%	11/100%
5551 Health	0	0	8/100%	0	0	0	0	1/■
No Test Reported	0	0	0	10/3%	1/4%	0	18/7%	3/1%

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

**Table 116**

*2018-2019 Praxis Exam Pass Rates by Private EPPs (Traditional and Alternate Route)*  
*(Number Tested/Percentage Pass at Best Attempt)*

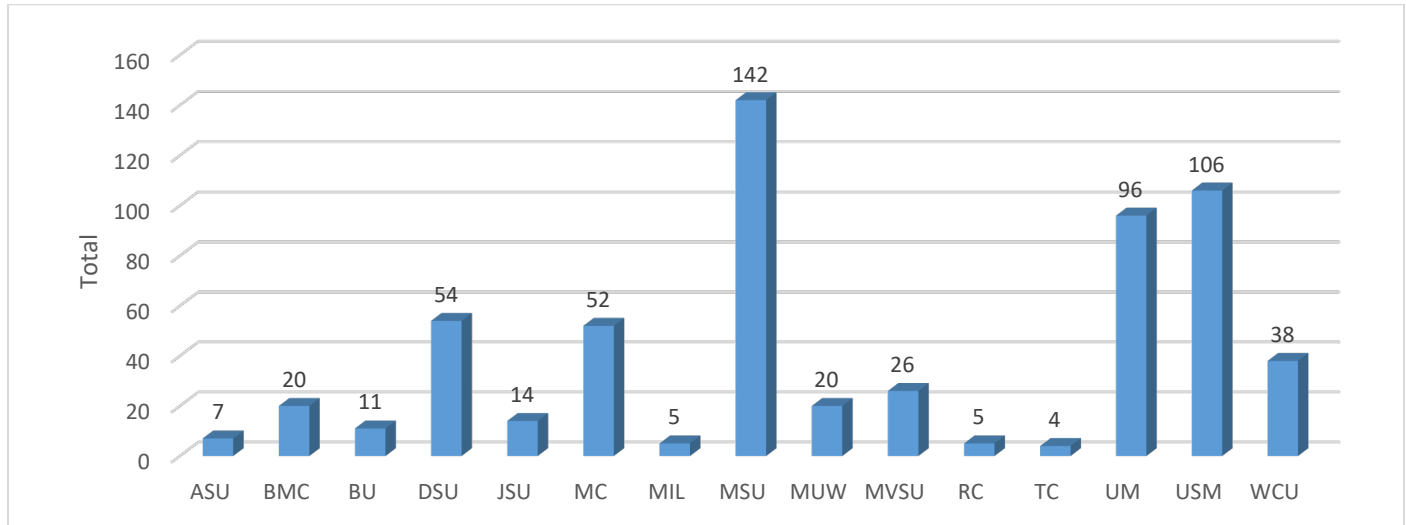
Test Code	BU N=52	BMC N=32	MIL N=4	MC N=78	RC N=0	TC N=1	WCU N=210
5014 Elem Ed	0	0	0	0	0	0	2/■
5017 Elem Ed	5/100%	22/100%	3/■	36/100%	0	1/■	5/98%
5018 Elem Ed	10/100%	0	0	5/100%	0	0	36/92%
5038 English	8/100%	1/■	0	7/86%	0	0	18/100%
5081 So Stud	4/■	5/■	0	10/100%	0	0	7/86%
5091 PE	7/100%	2/■	0	7/100%	0	0	24/100%
5101 Bus Ed	3/■	0	0	0	0	0	1/■
5113 Music	0	1/■	0	1/■	0	0	0
5122 Home Ec	1/■	0	0	0	0	0	0
5134 Art	3/■	0	1/■	3/■	0	0	3/■
5161 Math	2/■	1/■	0	3/■	0	0	7/86%
5169 MS Math	0	0	0	0	0	0	1/■
5195 Spanish	1/■	0	0	0	0	0	2/■
5235 Biology	3/■	0	0	2/■	0	0	9/100%
5245 Chem	0	0	0	0	0	0	0
5265 Physics	0	0	0	0	0	0	1/■
5272 Hearing	0	0	0	0	0	0	0
5311 Library	1/■	0	0	0	0	0	0
5354 M/M Dis	0	0	0	0	0	0	43/100%
5551 Health	4/■	0	0	1/■	0	0	5/100%
No Test Reported	0	0	0	3/4%	0	0	0

■ = In cases where there are less than 5, data are redacted to protect the anonymity of student.

## SECTION XI. Educator Preparation Provider Faculty

Data were provided by each EPP for the total professional education faculty. The 15 EPPs reported 600 total faculty.

**Table 117**  
*2018-2019 EPP Faculty*

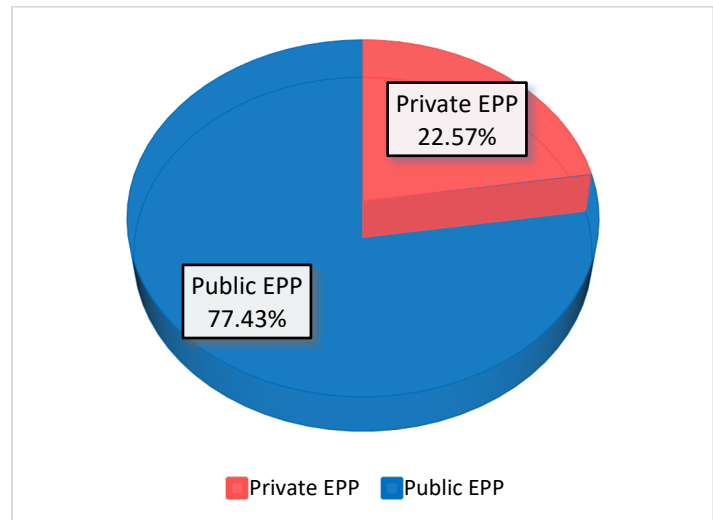


Out of the 600 faculty members reported, 22.50% (n=135) represented private EPPs while 77.50% (n=465) represented public EPPs. Mississippi State University employed the highest number of faculty (n=142) from the public EPPs while Mississippi College employed the highest number of faculty (n=52) from the private EPPs.

**Table 118**  
*2018-2019 Public and Private EPP Faculty*

Public EPP		Private EPP	
ASU	7	BU	11
DSU	54	BMC	20
JSU	14	MIL	5
MSU	142	MC	52
MUW	20	RC	5
MVSU	26	TC	4
UM	96	WCU	38
USM	106		
Total	465	Total	135

**Figure 58**  
*2018-2019 Public and Private EPP Faculty*



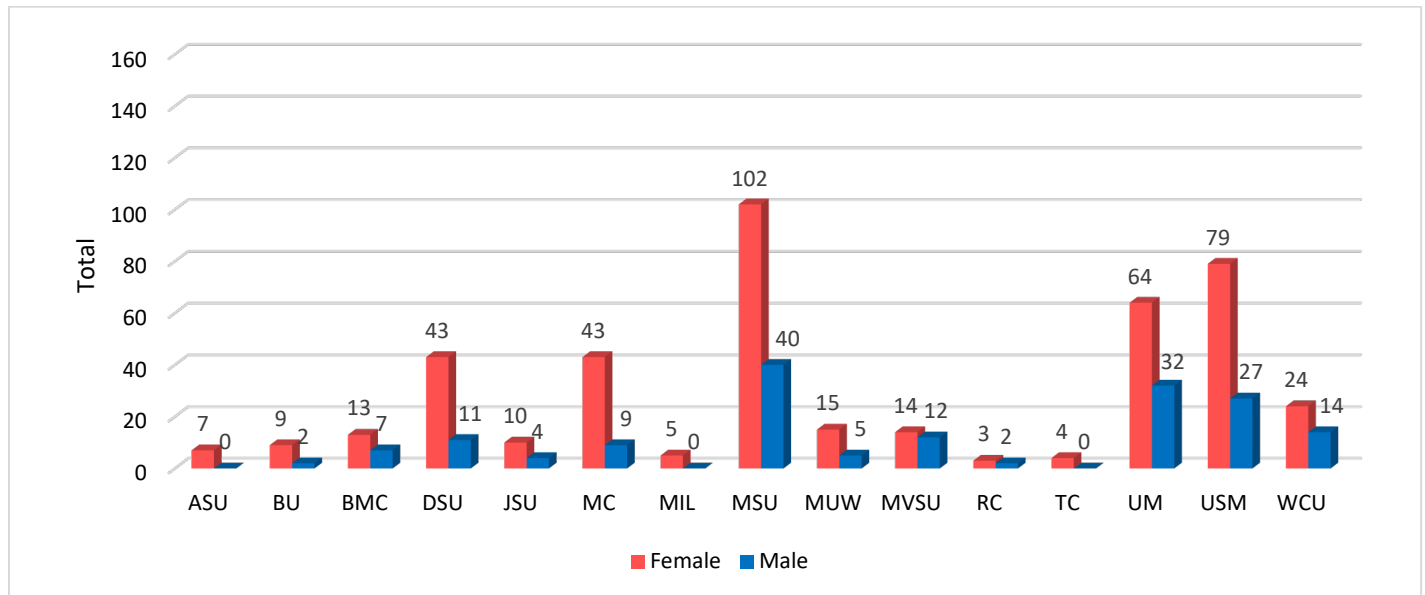


## EPP Faculty by Gender

In 2018-2019, 600 professional education faculty were reported as 72.50% female (n=435) and 27.50% males (n=165).

**Figure 59**

*2018-2019 EPP Faculty by Gender*



Of the 600 professional education faculty, there were 135 faculty employed at a private EPP with 16.83% female (n=101) and 5.67% male (n=34). The public EPPs employed 55.67% female (n=334) and 21.83% male (n=131).

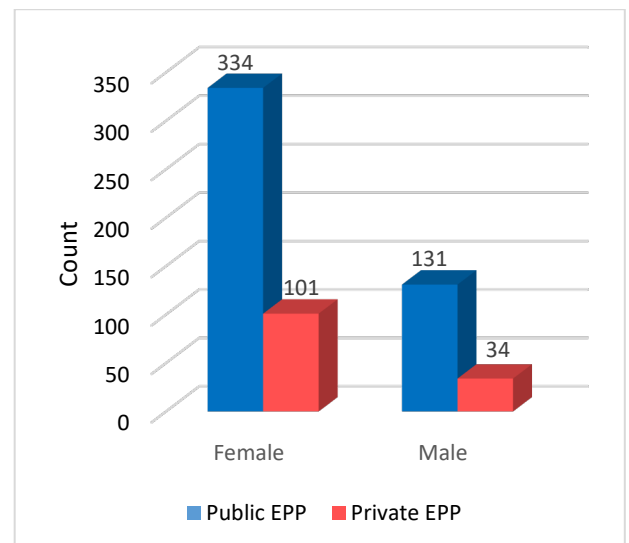
**Table 119**

*2018-2019 EPP Faculty by Gender-Public v. Private*

	Public EPP			Private EPP	
	Female	Male		Female	Male
ASU	7	0	BU	9	2
DSU	43	11	BMC	13	7
JSU	10	4	MIL	5	0
MSU	102	40	MC	43	9
MUW	15	5	RC	3	2
MVSU	14	12	TC	4	0
UM	64	32	WCU	24	14
USM	79	27			
Total	334	131	Total	101	34

**Figure 60**

*2018-2019 EPP Faculty by Gender*



## Teacher Education Faculty by Ethnicity

During the 2018-2019 year, there were 600 professional education faculty teaching at the 15 EPPs with 79.50% (n=477) white ethnicity followed by 17.17% (n=103) Black ethnicity.

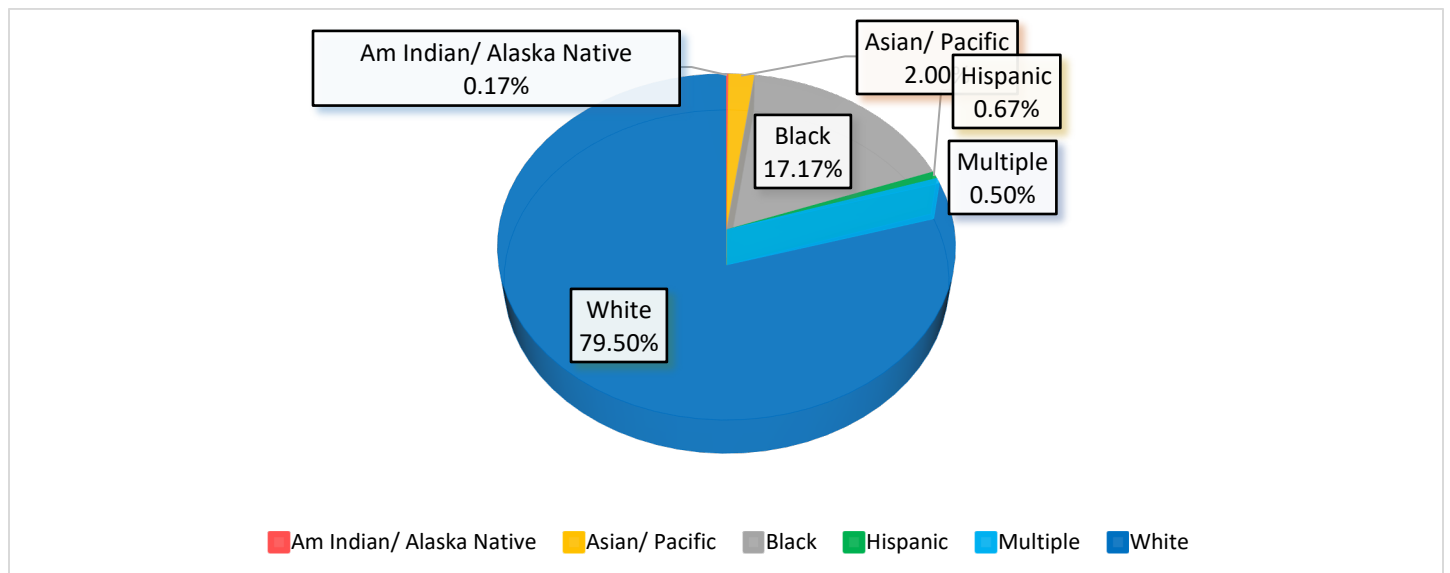
**Table 120**

*2018-2019 EPP Faculty by Ethnicity*

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Total
ASU	0	0	7	0	0	0	7
BU	0	0	1	0	0	10	11
BMC	0	0	1	1	0	18	20
DSU	0	0	8	0	0	46	54
JSU	1	0	13	0	0	0	14
MIL	0	0	1	0	0	4	5
MC	0	0	6	0	0	46	52
MSU	0	7	14	2	2	117	142
MUW	0	0	2	0	0	18	20
MVSU	0	1	22	0	0	3	26
RC	0	0	5	0	0	0	5
TC	0	0	3	0	0	1	4
UM	0	2	9	0	1	84	96
USM	0	2	8	1	0	95	106
WCU	0	0	3	0	0	35	38
Total	1	12	103	4	3	477	600

**Figure 61**

*2018-2019 EPP Faculty by Ethnicity*



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

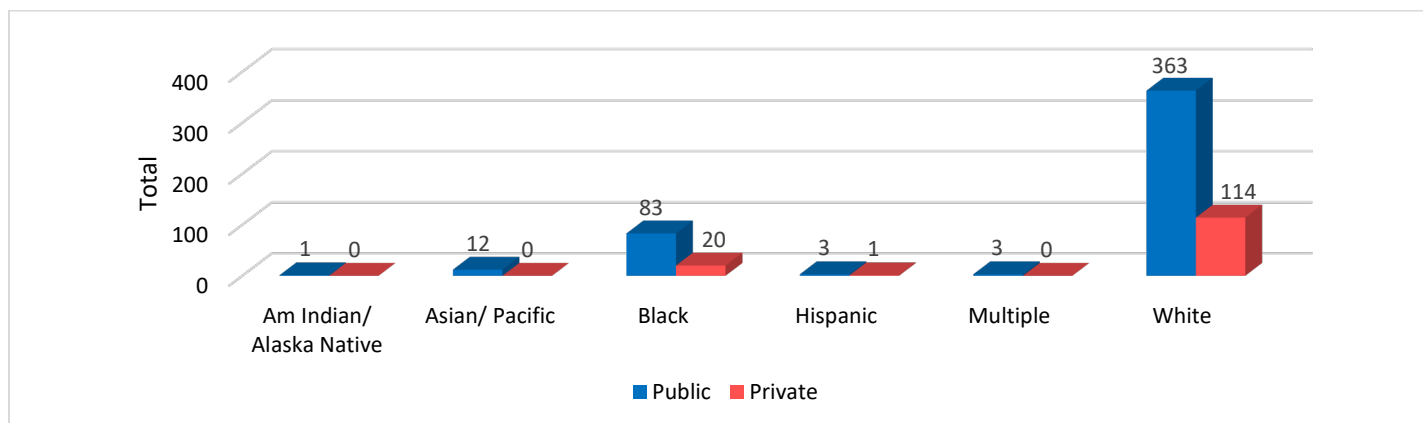
**Table 121**  
*2018-2019 EPP Faculty by Ethnicity-Public*

Public EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Total
ASU	0	0	7	0	0	0	7
DSU	0	0	8	0	0	46	54
JSU	1	0	13	0	0	0	14
MSU	0	7	14	2	2	117	142
MUW	0	0	2	0	0	18	20
MVSU	0	1	22	0	0	3	26
UM	0	2	9	0	1	84	96
USM	0	2	8	1	0	95	106
Total	1	12	83	3	3	363	465

**Table 122**  
*2018-2019 EPP Faculty by Ethnicity-Private*

Private EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Total
BU	0	0	1	0	0	10	11
BMC	0	0	1	1	0	18	20
MIL	0	0	1	0	0	4	5
MC	0	0	6	0	0	46	52
RC	0	0	5	0	0	0	5
TC	0	0	3	0	0	1	4
WCU	0	0	3	0	0	35	38
Total	0	0	20	1	0	114	135

**Figure 62**  
*2018-2019 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 600 professional education faculty, 62.33% (n=374) hold doctorate degrees.

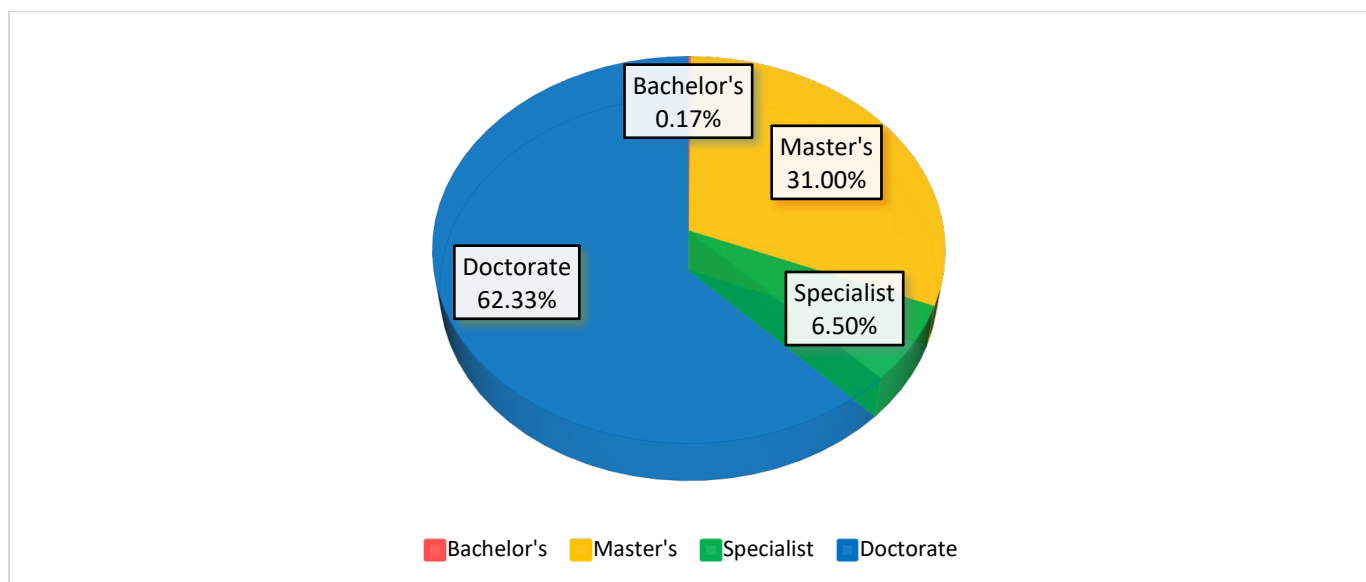
**Table 123**

*2018-2019 EPP Faculty by Degree Earned*

EPP	Bachelor's	Master's	Specialist	Doctorate
ASU	0	1	0	6
BU	0	0	0	11
BMC	0	8	1	11
DSU	0	12	6	36
JSU	0	0	0	14
MIL	0	1	1	3
MC	1	17	3	31
MSU	0	74	11	57
MUW	0	7	2	11
MVSU	0	6	1	19
RC	0	0	1	4
TC	0	1	0	3
UM	0	37	3	56
USM	0	21	6	79
WCU	0	1	4	33
Total	1	186	39	374

**Figure 63**

*2018-2019 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 600 faculty members, the largest group by field and/or specialty areas was listed Elementary Education with 91 faculty, followed closely by Administration with 85, and Mild/Moderate Disability with 48.

**Table 124**  
*2018-2019 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	6	2	10	5	0	1	25	0	0	3	0	15	17	17	103
Agriculture	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Art	0	0	1	1	0	0	0	0	0	0	0	0	0	3	0	5
Business	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Child Development	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Counseling	0	0	0	5	2	0	0	4	0	0	0	0	0	4	0	15
Cross Cultural	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Curriculum Instruction	0	2	0	2	3	1	0	13	0	0	2	3	0	9	6	41
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	0	0	0	0	0	0	0	0	0	2	2
Early Childhood	2	0	0	0	3	0	0	3	1	0	0	0	0	3	1	13
Elementary Education	1	2	5	16	0	0	0	22	8	0	0	0	35	10	3	102
English	1	0	2	1	0	0	0	3	2	0	0	0	6	3	0	18
French	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Gifted	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2
Hearing Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Instructional Leadership	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Instruct Sys & Workforce Development	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Library/Media	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4

Field or Specialty Area	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total
Literacy/Reading	0	1	0	0	0	2	0	1	0	0	0	0	4	2	1	11
Mathematics	0	0	2	3	0	0	0	3	1	0	0	0	7	5	1	22
Music Education	0	0	1	2	0	0	0	15	2	0	0	0	4	5	0	29
Physical Education	0	0	1	3	0	0	0	10	0	0	0	0	2	3	5	24
Policy	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Psychology (Education/School)	0	0	1	1	1	0	0	5	0	0	0	0	0	7	0	15
Science	0	0	2	2	0	1	0	2	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	2	0	0	0	2	2	0	0	0	5	1	0	13
Spanish	0	0	1	0	0	0	0	0	1	0	0	0	0	3	0	5
Special Education	1	0	1	6	0	1	0	13	0	0	0	0	13	9	2	46
Speech Pathology	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Statistics	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
Teacher Leadership	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Teaching and Learning	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Unknown	0	0	0	0	0	0	51	10	1	26	0	0	0	0	0	88
Total	7	11	20	54	14	5	52	142	20	26	5	4	96	106	38	600

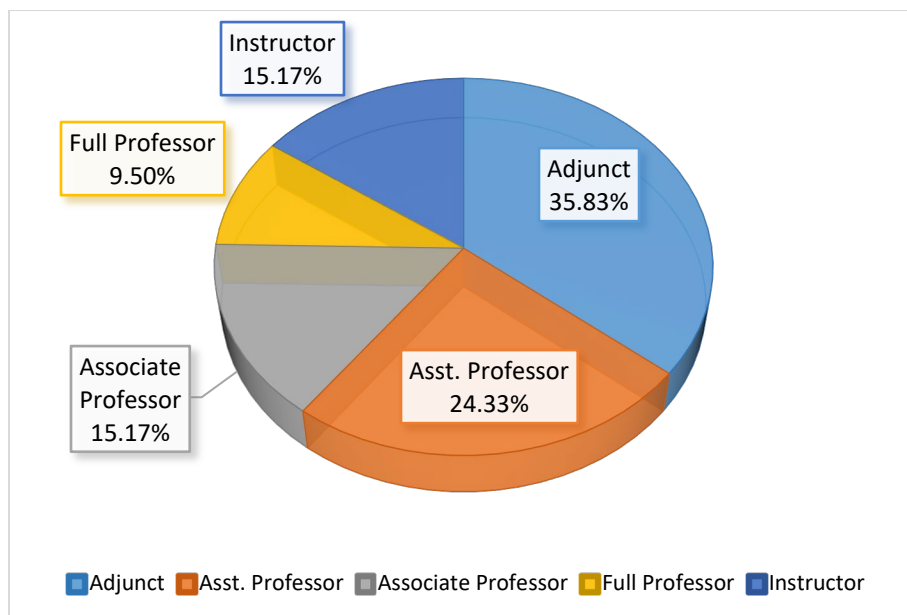
## EPP Professional Education Faculty by Faculty Role

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 214 faculty members with assistant professor as the second largest position at 145.

**Table 125**  
*2018-2019 EPP Faculty by Role*

EPP	Adjunct	Asst. Professor	Associate Professor	Full Professor	Instructor	Total
ASU	3	2	2	0	0	7
BU	0	3	3	5	0	11
BMC	5	5	3	3	4	20
DSU	26	19	3	0	6	54
JSU	0	6	6	2	0	14
MIL	2	2	1	0	0	5
MC	23	13	7	7	2	52
MSU	63	20	13	7	39	142
MUW	5	3	2	7	3	20
MVSU	6	14	1	3	2	26
RC	0	1	3	1	0	5
TC	1	2	0	1	0	4
UM	49	17	22	6	2	96
USM	32	18	16	10	30	106
WCU	0	21	9	5	3	38
Total	215	146	91	57	91	600

**Figure 64**  
*2018-2019 EPP Faculty by Role*



**600 EPP  
Faculty  
Members**

## 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 600 faculty, 196 were teaching in the Early Childhood and Elementary Education programs.

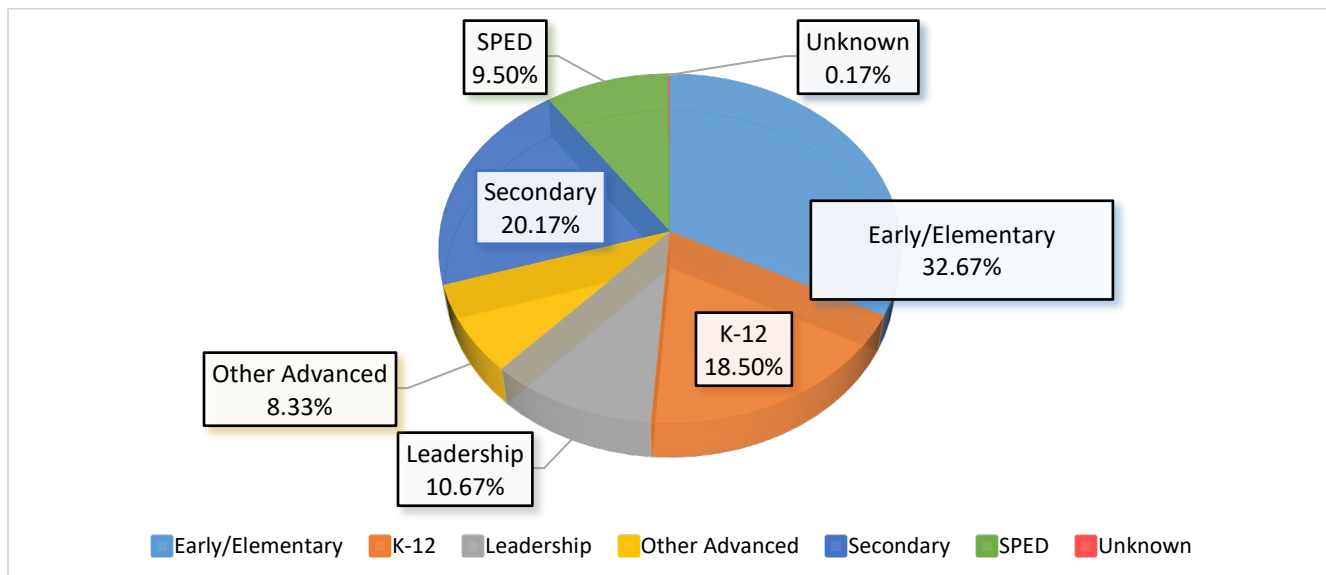
**Table 126**

*2018-2019 EPP Faculty by Current Teaching Assignment*

EPP	Early/ Elementary	K-12	Leadership	Other Advanced	Secondary	SPED	Unknown	Total
ASU	0	7	0	0	0	0	0	7
BU	3	0	4	4	0	0	0	11
BMC	7	0	0	1	11	1	0	20
DSU	17	0	10	7	14	6	0	54
JSU	5	7	0	2	0	0	0	14
MIL	1	3	0	0	0	1	0	5
MC	18	0	11	10	9	4	0	52
MSU	46	49	6	0	23	17	1	142
MUW	10	0	0	0	10	0	0	20
MVSU	13	0	0	1	10	2	0	26
RC	2	0	0	1	2	0	0	5
TC	4	0	0	0	0	0	0	4
UM	45	4	14	0	20	13	0	96
USM	23	27	6	18	21	11	0	106
WCU	2	14	13	6	1	2	0	38
Total	196	111	64	50	121	57	1	600

**Figure 65**

*2018-2019 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.

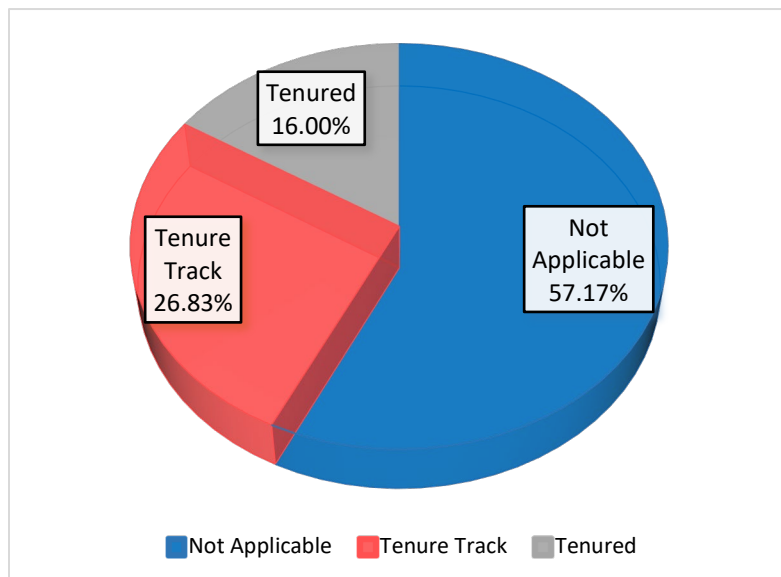
**Table 127**

*2018-2019 EPP Faculty by Tenure Track*

EPP	Not Applicable	Tenure Track	Tenured	Total
ASU	3	3	1	7
BU	0	4	7	11
BMC	20	0	0	20
DSU	32	22	0	54
JSU	1	5	8	14
MIL	2	2	1	5
MC	25	20	7	52
MSU	111	12	19	142
MUW	9	5	6	20
MVSU	8	15	3	26
RC	0	1	4	5
TC	1	2	1	4
UM	62	6	28	96
USM	64	32	10	106
WCU	5	32	1	38
Total	343	161	96	600

**Figure 66**

*2018-2019 EPP Faculty by Tenure Track*



**16% EPP  
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 600 faculty, 52.67% (n=316) faculty members do not have an active educator license and 46.33% (n=278) have active educator licenses.

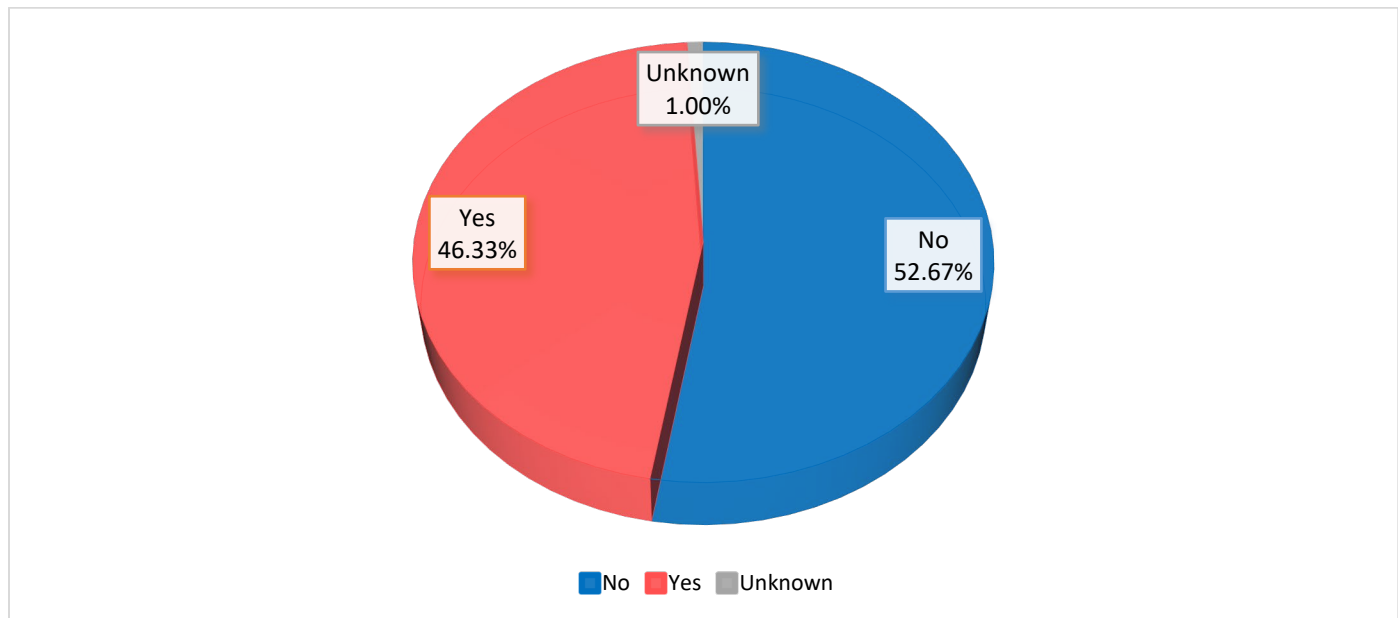
**Table 128**

*2018-2019 EPP Faculty by Active Licensure*

EPP	No	Yes	Unknown	Total
ASU	1	6	0	7
BU	5	6	0	11
BMC	6	14	0	20
DSU	33	21	0	54
JSU	6	7	1	14
MIL	3	2	0	5
MC	28	24	0	52
MSU	83	55	4	142
MUW	12	7	1	20
MVSU	17	9	0	26
RC	4	1	0	5
TC	1	3	0	4
UM	39	57	0	96
USM	74	32	0	106
WCU	4	34	0	38
Total	316	278	6	600

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

**Figure 67**  
2018-2019 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 600 faculty, 43.33% (n=260) faculty members were not identified as clinical faculty, 43.67% (n=309) were identified as clinical faculty, and 13.00% (n=52) were unknown status.

**Table 129**  
2018-2019 EPP Clinical Faculty

EPP	Non-Clinical	Clinical	Unknown	Total
ASU	0	7	0	7
BU	7	4	0	11
BMC	16	4	0	20
DSU	26	28	0	54
JSU	0	14	0	14
MIL	0	5	0	5
MC	NR	NR	52	52
MSU	70	72	0	142
MUW	7	13	0	20
MVSU	NR	NR	26	26
RC	4	1	0	5
TC	3	1	0	4
UM	63	33	0	96
USM	48	58	0	106
WCU	18	20	0	38
<b>Total</b>	<b>262</b>	<b>260</b>	<b>78</b>	<b>600</b>

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

**Figure 68**  
*2018-2019 EPP Clinical Faculty*

