

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Item
December 15, 2022

DIVISION OF EDUCATOR PREPARATION

06. Action: Approval of the 2022 Annual Educator Preparation Provider Teacher Preparation Performance Report [Goal 4 – MBE Strategic Plan]

Background Information: On November 4, 2022, the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) voted to grant approval of 2022 Annual Educator Preparation Provider Teacher Preparation Performance Report in accordance with Miss. Code Ann. § 37-101-29. The Office of Teaching and Learning Division of Educator Preparation is requesting final approval from the Mississippi State Board of Education based on the recommendation made by the Licensure Commission.

This item references Goal 4 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached



2022

**Annual EPP Teacher Preparation
Performance Report**
Mississippi Teacher Education Preparation
Programs

Office of Teaching and Leading
Division of Educator Preparation

TABLE OF CONTENTS

SECTION I. Introduction	<u>5</u>
Overview	
SECTION II. Admitted Candidate Data	<u>6</u>
Admitted Candidate Data by EPP	
Admitted Candidate Data by Gender	
Admitted Candidate Data by Ethnicity	
Admitted Candidate Data by Area of Licensure	
SECTION III. Completer Candidate Data.....	<u>25</u>
Completer Candidate Data by EPP	
Completer Candidate Data by Gender	
Completer Candidate Data by Ethnicity	
Completer Candidate Data by Area of Licensure	
SECTION IV. Master of Arts in Teaching Data.....	<u>43</u>
Degree Completer by Gender and Ethnicity	
Degree Completer by Area of Licensure	
SECTION V. TMI at The University of Mississippi Data	<u>46</u>
Candidate by Gender and Ethnicity	
Candidate by Area of Licensure	
SECTION VI. Five-Year Trend Data	<u>52</u>
Admit Data	
Completer Data	
Admit/Completer Comparison	
SECTION VII. Critical Shortage Data	<u>54</u>
Admitted Candidates in Critical Shortage Subjects-Public v. Private	
Admitted Candidates in Critical Shortage Subjects-Traditional v. Alternate	
Completer Candidates in Critical Shortage Subjects-Public v. Private	
Completer Candidates in Critical Shortage Subjects-Traditional v. Alternate	
SECTION VIII. Individual EPP Data	<u>58</u>
Comparison of Preparation	
Gender	
Ethnicity	
Area of Licensure	
SECTION IX. Administrative Programs Data	<u>93</u>
Admitted Administration/Leadership by EPP	
Admitted Administration/Leadership by Gender	

Admitted Administration/Leadership by Ethnicity
Completer Administration/Leadership by EPP
Completer Administration/Leadership by Gender
Completer Administration/Leadership by Ethnicity

SECTION X. Advanced-Level Programs Data.....103

Admitted Advanced-Level Programs by EPP
Admitted Advanced-Level Programs by Gender
Admitted Advanced-Level Programs by Ethnicity
Completer Advanced-Level Programs by EPP
Completer Advanced-Level Programs by Gender
Completer Advanced-Level Programs by Ethnicity

SECTION XI. Praxis Content Knowledge111

Initial Program Praxis Content Knowledge
Advanced Program Praxis Content Knowledge
Public EPP Praxis Pass Rate Per Test
Private EPP Praxis Pass Rate Per Test
Pass Rate by First Attempt

SECTION XII. Student Teaching Data114

Teacher Candidate
Field Placements and Instructional Delivery Methods
Cooperating Teachers
University Supervisors
Teacher Candidate Exit Survey
Cooperating Teacher Survey

SECTION XIII. Education Preparation Provider Faculty.....133

EPP Faculty by Gender
EPP Faculty by Ethnicity
EPP Faculty by Highest Level of Degree Earned
EPP Faculty by Level of Specialty
EPP Faculty by Faculty Role
EPP Faculty by Teaching Assignment
EPP Faculty by Tenure Track
EPP Faculty by Active Licensure
EPP Faculty by Clinical Faculty

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 2022 Annual Performance Report of Educator Preparation Providers (EPPs) includes the following information for candidate cohorts during the 2020-2021 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 2020-2021 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*2020-2021 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	34	3	42	74	83	2	84	372	41	18	0	11	238	457	111	1570
Total Enrolled	67	10	201	325	182	3	253	850	93	127	0	11	442	902	205	3671
Admitted via COVID Waiver*	31	0	18	15	23	1	6	71	7	5	0	1	35	98	35	346
Average Admittance Core Hours	40.62	■	87.40	39.85	44.00	■	82.49	45.00	111.88	114.83	■	137.36	45.68	80.40	91.17	64.78
Average Admittance GPA	3.37	■	3.40	3.32	3.22	■	3.48	3.36	3.32	3.30	■	3.52	3.40	3.24	3.25	3.32
Average Admittance ACT	25.50	■	24.79	23.24	NA	■	22.00	NA	23.29	NA	■	NA	26.16	23.81	23.68	24.40
Average Admittance SAT	1220.00	■	NA	NA	NA	■	NA	NA	NA	NA	■	NA	1148.00	1160.00	NA	1192.50
Average Admittance Praxis CORE Reading (5713)	NA	■	148.00	163.33	137.25	■	NA	153.00	NA	NA	■	NA	154.00	163.45	NA	156.29
Average Admittance Praxis CORE Writing (5723)	NA	■	162.00	166.25	133.00	■	NA	144.00	NA	NA	■	NA	140.00	163.09	NA	156.34
Average Admittance Praxis CORE Math (5733)	NA	■	140.00	142.57	128.00	■	NA	146.50	NA	NA	■	NA	140.00	149.27	NA	143.50

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

Table 2*2020-2021 Alternate Route Admitted Candidate Data by EPP*

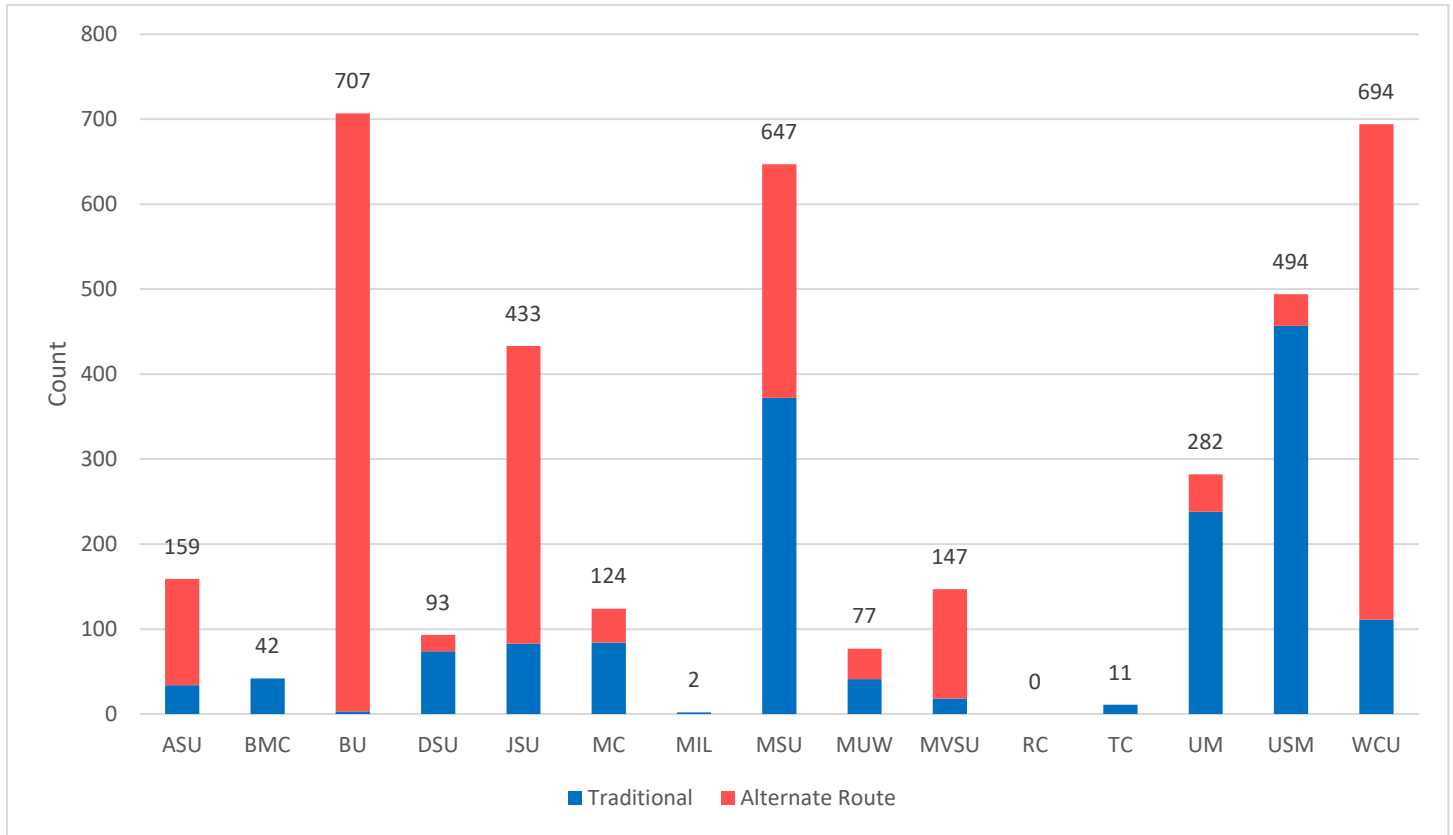
	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Average
Admitted	125	704	NA	19	350	NA	40	275	36	129	NA	NA	44	37	583	2342
Total Enrolled	138	1582	NA	103	786	NA	41	537	63	130	NA	NA	78	75	771	4304
Admitted via COVID Waiver*	125	694	NA	16	340	NA	40	224	32	128	NA	NA	37	29	461	2126
Average Admittance GPA	3.64	3.08	NA	3.16	3.52	NA	3.78	3.39	3.28	3.18	NA	NA	3.37	3.47	3.20	3.27
Average Admittance ACT	NA	23.30	NA	26.50	NA	NA	NA	NA	25.33	NA	NA	NA	NA	NA	23.77	23.96
Average Admittance SAT	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Average Admittance Praxis CORE Reading (5713)	NA	168.50	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	166.00	186.00	180.86	177.90
Average Admittance Praxis CORE Writing (5723)	NA	160.40	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	152.00	170.00	166.29	164.38
Average Admittance Praxis CORE Math (5723)	NA	159.33	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	138.00	134.00	156.21	154.28

NA = Not Applicable

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

During the 2020-2021 academic year, the total number of teacher candidates admitted into EPP education programs statewide was 3912. There were 1570 admitted to traditional preparation programs and 2342 admitted to alternate route preparation programs.

Figure 1
2020-2021 Admitted Candidates by EPP



The eight public EPPs admitted 2332 candidates into their teacher education programs, which represented 59.61% of the total admitted into all Mississippi EPPs. The seven private EPPs admitted 1580 students which represented 40.39% percent of the total number admitted.

3912
Total Admitted Candidates

1570
Traditional Preparation Admitted

2342
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
2020-2021 Admitted Candidate-Public EPPs

EPP	Traditional	Alternate	Total	% of All EPPs
ASU	34	125	159	4.06%
DSU	74	19	93	2.38%
JSU	83	350	433	11.07%
MSU	372	275	647	16.53%
MUW	41	36	77	1.97%
MVSU	18	129	147	3.76%
UM	238	44	282	7.21%
USM	457	37	494	12.62%
Total	1317	1015	2332	59.61%

60%
Public
EPPs

Table 4
2020-2021 Admitted Candidate-Private EPPs

EPP	Traditional	Alternate	Total	% of All EPPs
BU	3	704	707	18.07%
BMC	42	0	42	1.07%
MIL	2	0	2	0.05%
MC	84	40	124	3.17%
RC	0	0	0	0.00%
TC	11	0	11	0.28%
WCU	111	583	694	17.76%
Total	253	1327	1580	40.39%

40%
Private
EPPs

During the 2020-2021 academic year, the total number of teacher candidates admitted into the 15 EPPs' programs statewide was 3912. There were 1570 admitted to traditional programs and 2342 admitted to an alternate route program.

Table 5
2020-2021 Comparison of Preparation

EPP	Traditional	Alternate	Total
ASU	34	125	159
BU	3	704	707
BMC	42	0	42
DSU	74	19	93
JSU	83	350	433
MIL	2	0	2
MC	84	40	124
MSU	372	275	647
MUW	41	36	77
MVSU	18	129	147
RC	0	0	0
TC	11	0	11
UM	238	44	282
USM	457	37	494
WCU	111	586	695
Total	1570	2342	3912

Figure 2
2020-2021 Comparison of Preparation

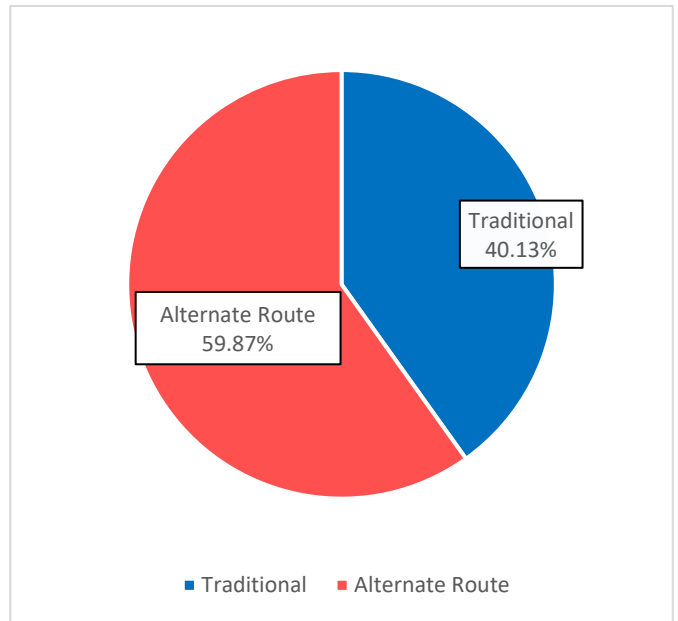
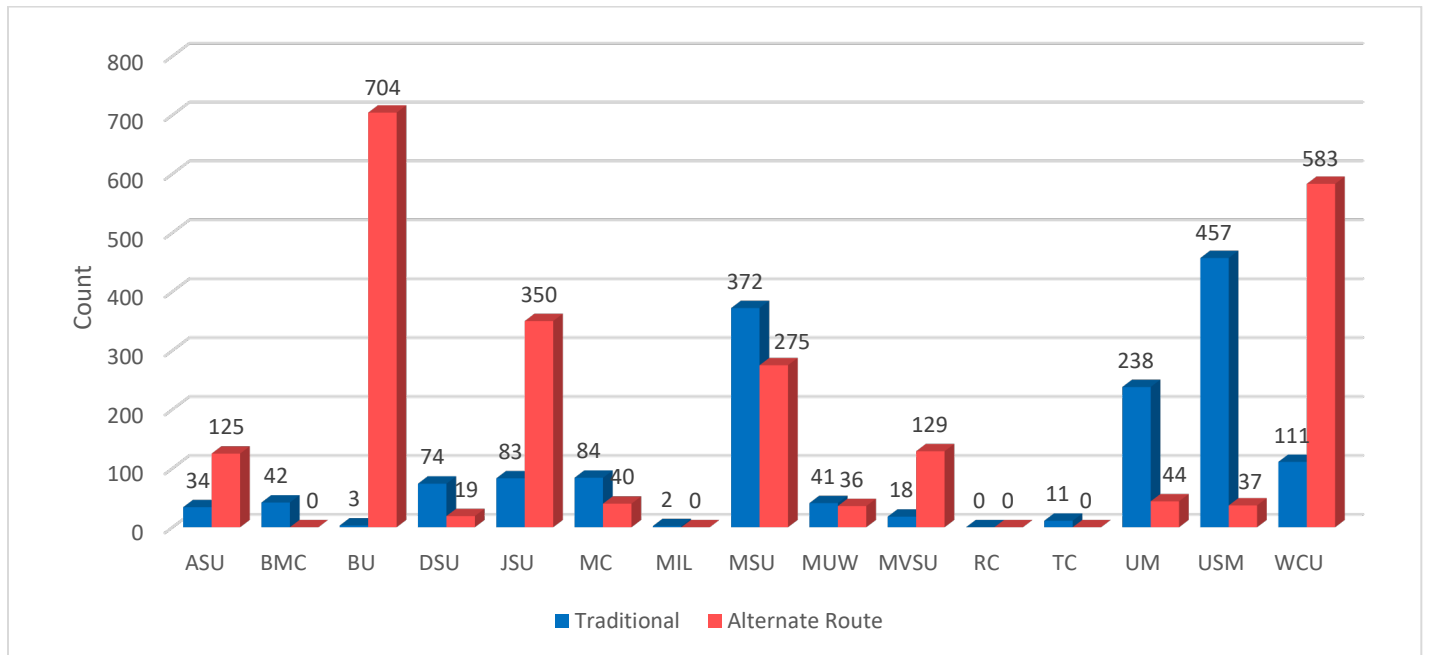


Figure 3

2020-2021 Comparison of Preparation



Admitted Candidates by Gender

In 2020-2021, the 15 EPPs admitted a total of 3912 candidates. Male candidates represented 20.65% (n=808) of the total admitted, while female candidates represented the majority admitted at 79.35% (n=3104).

Table 6
2020-2021 Admitted Candidates by Gender

Figure 4
2020-2021 Admitted Candidates by Gender

EPP	Female	Male	Total
ASU	126	33	159
BU	573	134	707
BMC	28	14	42
DSU	73	20	93
JSU	347	86	433
MIL	1	1	2
MC	95	29	124
MSU	521	126	647
MUW	67	10	77
MVSU	114	33	147
RC	0	0	0
TC	9	2	11
UM	227	55	282
USM	389	105	494
WCU	534	160	694
Total	3104	808	3912
Percentage	79.35%	20.65%	100%

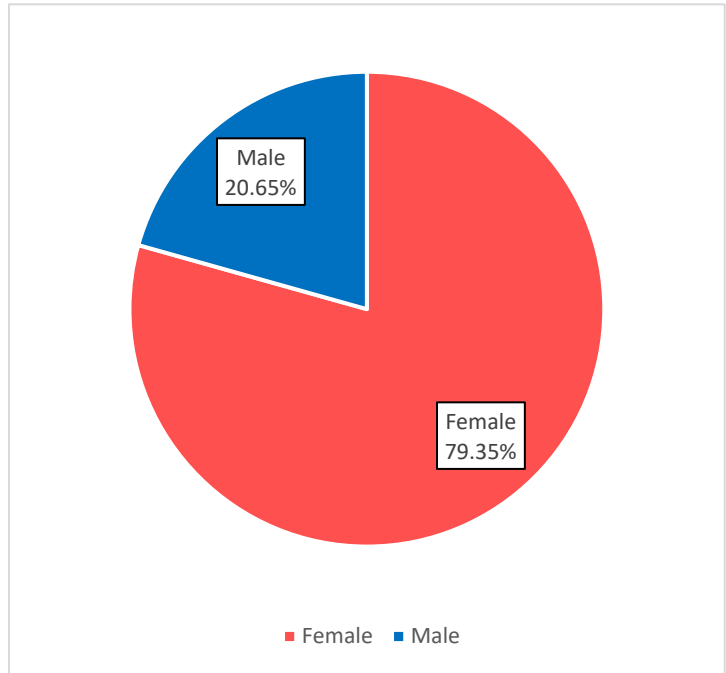


Figure 5
2020-2021 Admitted Candidates by Gender

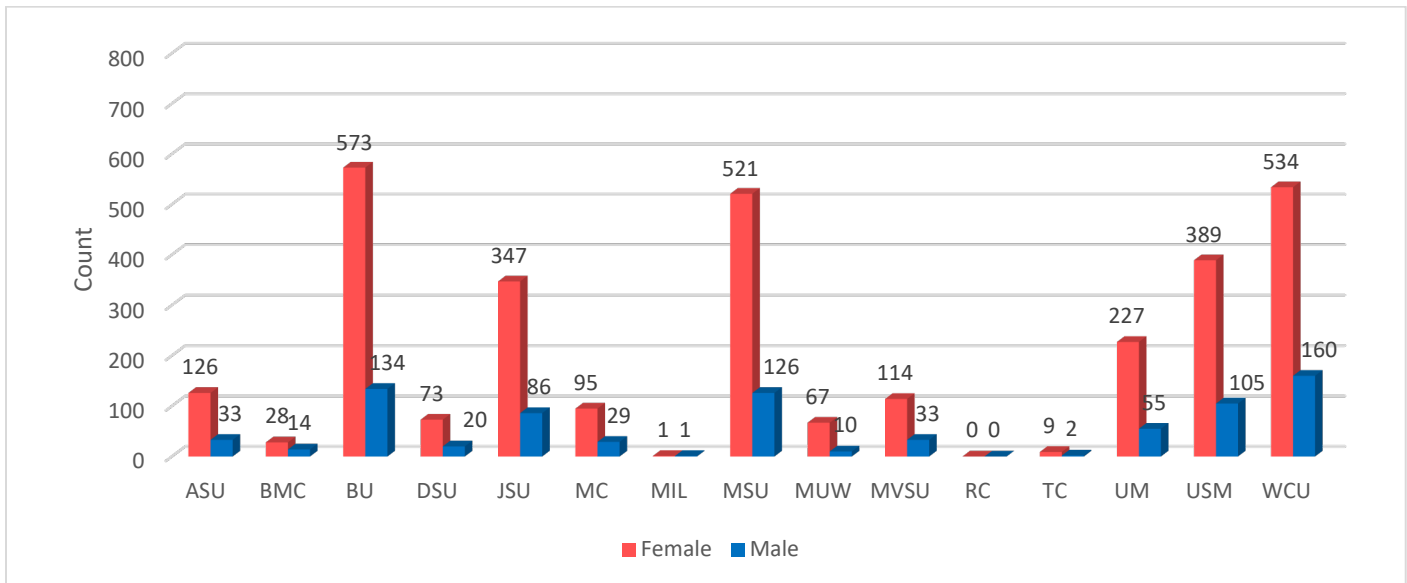


Table 7
2020-2021 Admitted Female Candidates

Figure 6
2020-2021 Admitted Female Candidates

EPP	Traditional	Alternate	Total
ASU	21	105	125
BU	3	570	573
BMC	28	0	28
DSU	59	14	73
JSU	53	294	347
MIL	1	0	1
MC	69	26	95
MSU	315	206	521
MUW	38	29	67
MVSU	12	102	114
RC	0	0	0
TC	9	0	9
UM	197	30	227
USM	365	24	389
WCU	102	432	534
Total	1272	1832	3104
Percentage	40.97%	59.03%	100%

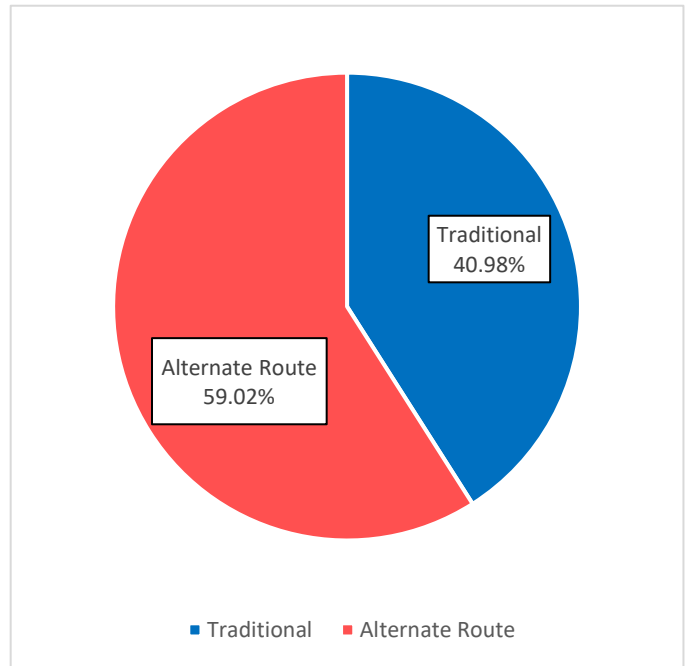


Figure 7
2020-2021 Admitted Female Candidates

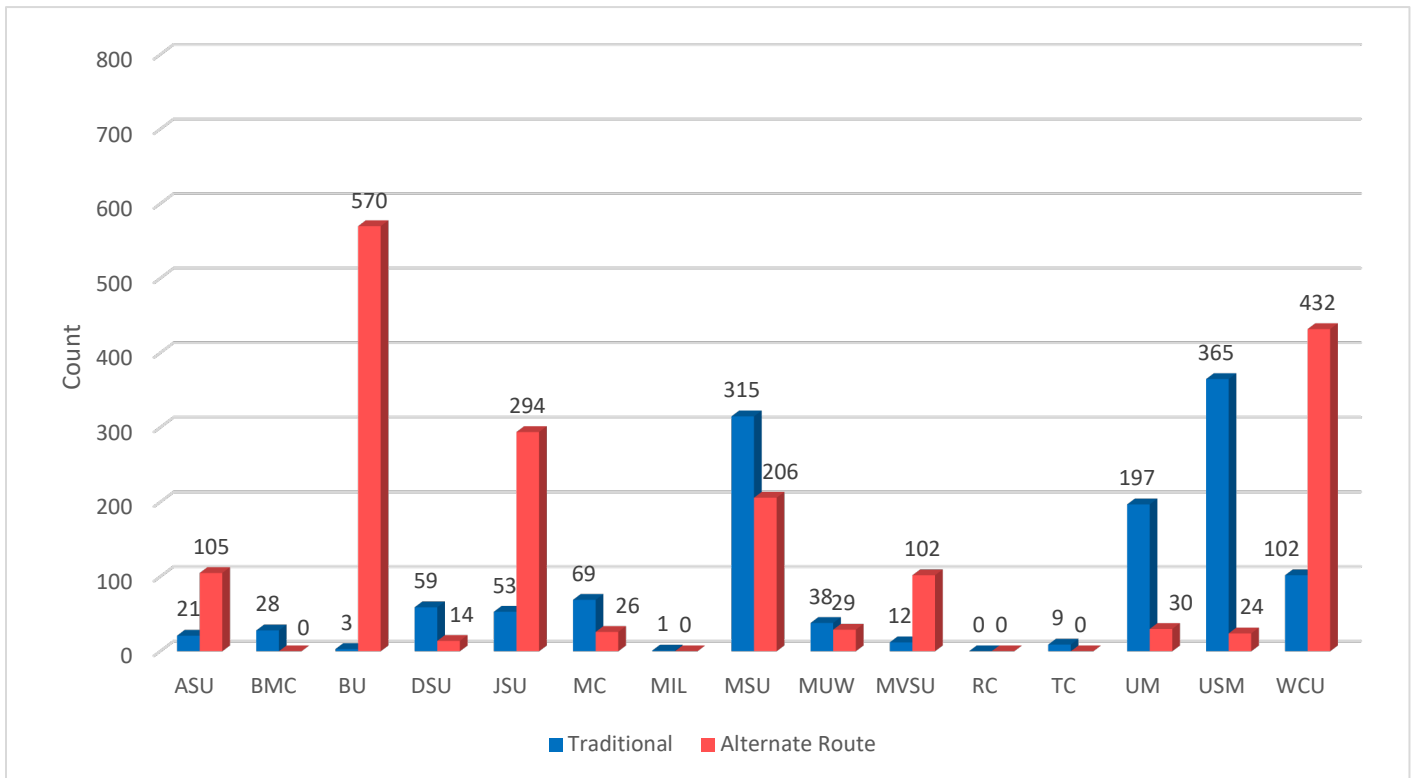


Table 8
2020-2021 Admitted Male Candidates

Figure 8
2020-2021 Admitted Male Candidates

EPP	Traditional	Alternate	Total
ASU	13	20	33
BU	0	134	134
BMC	14	0	14
DSU	15	5	20
JSU	30	56	86
MIL	1	0	1
MC	15	14	29
MSU	57	69	126
MUW	3	7	10
MVSU	6	27	33
RC	0	0	0
TC	2	0	2
UM	41	14	55
USM	92	13	105
WCU	9	151	160
Total	298	510	808
Percentage	36.88%	63.12%	100%

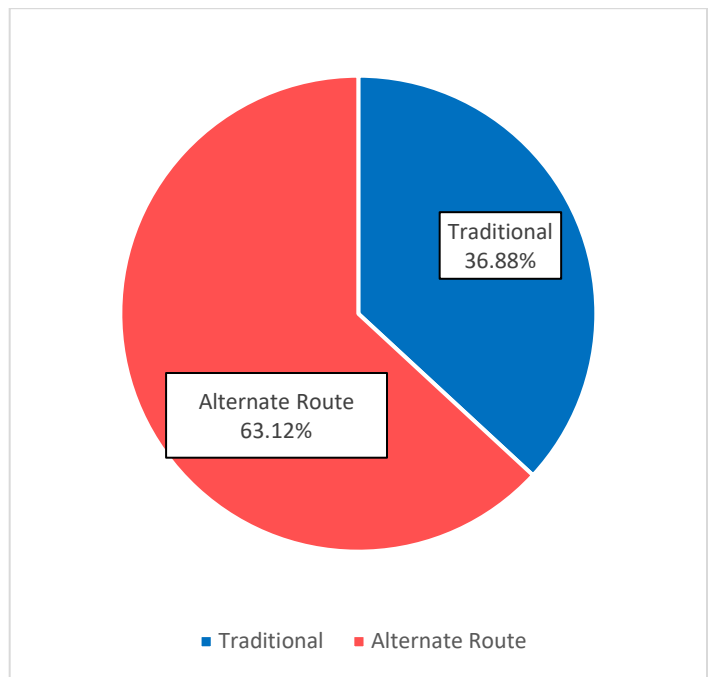
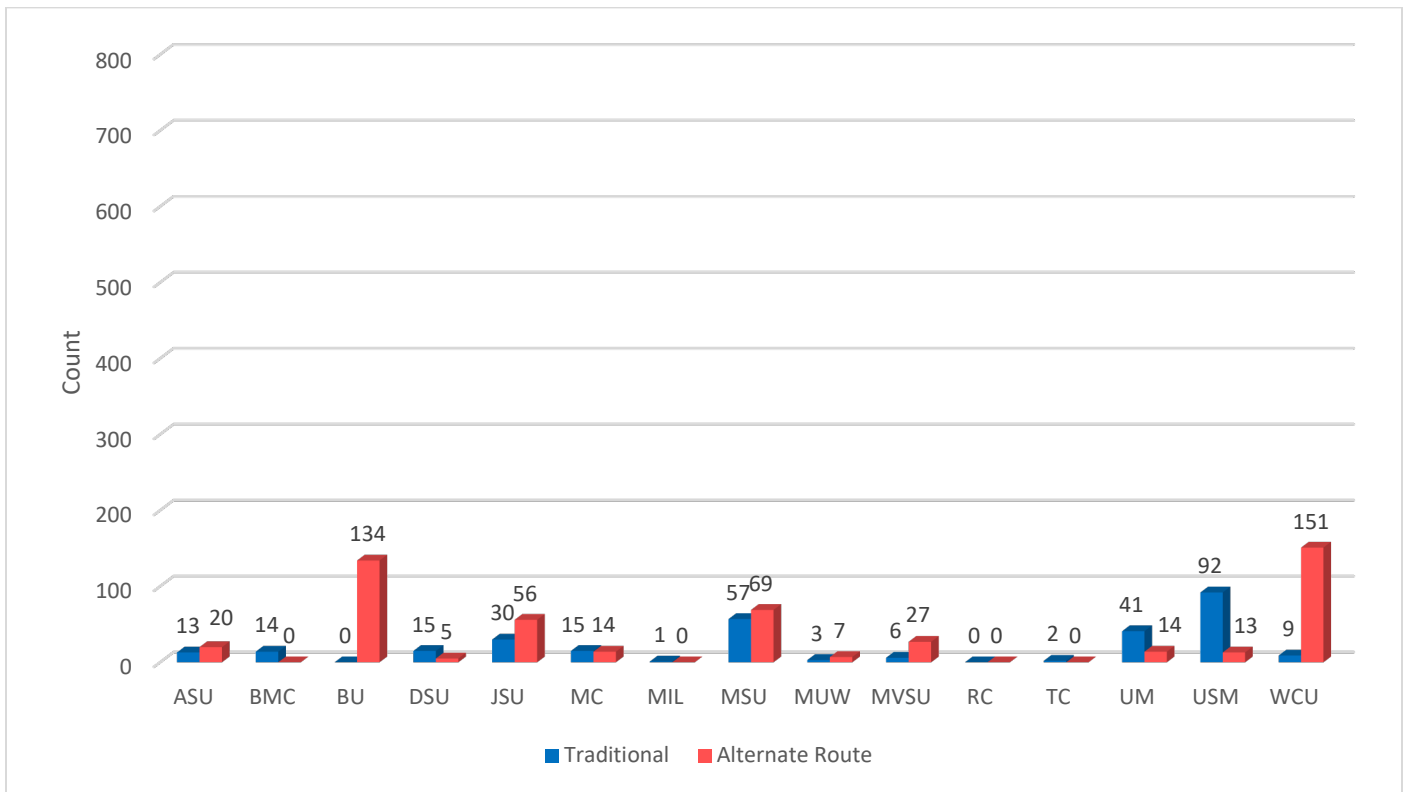


Figure 9
2020-2021 Admitted Male Candidates



Admitted Candidate Data by Ethnicity

In 2020-2021, the 15 EPPs admitted a total of 3912 candidates. The EPPs provided candidate data from admitted candidates for the following ethnic categories:

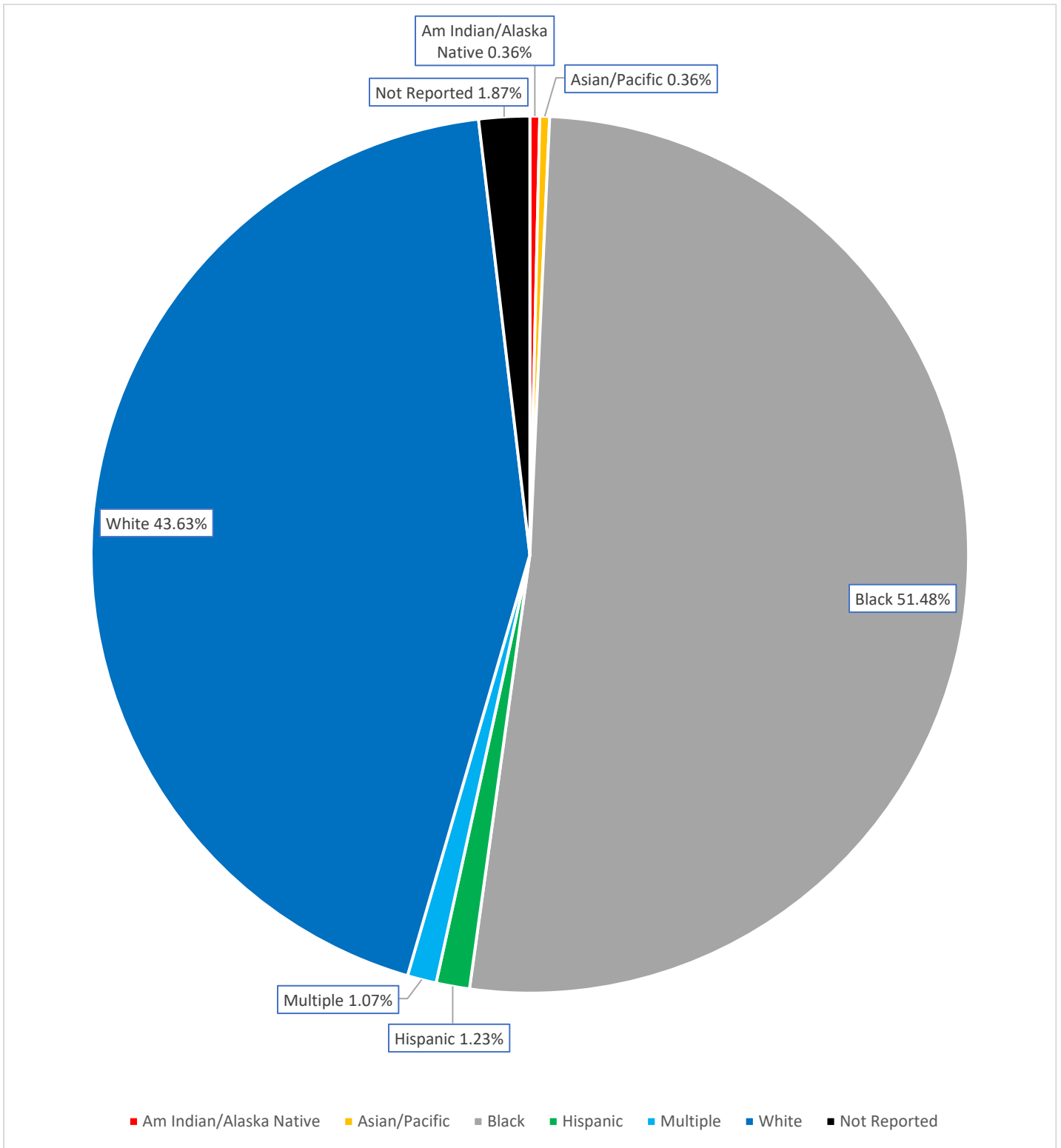
- American Indian/Alaskan Native
- Asian/Pacific
- Black
- Hispanic
- Multiple
- White
- Not Reported

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
2020-2021 Admitted Candidates by Ethnicity

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	153	0	0	6	0	159
BU	3	1	582	0	1	68	52	707
BMC	0	0	5	2	0	35	0	42
DSU	0	1	25	0	0	67	0	93
JSU	0	0	433	0	0	0	0	433
MIL	0	0	1	1	0	0	0	2
MC	0	4	22	0	1	97	0	124
MSU	5	0	179	9	9	438	7	647
MUW	0	0	20	2	1	53	1	77
MVSU	1	2	144	0	0	0	0	147
RC	0	0	0	0	0	0	0	0
TC	0	0	11	0	0	0	0	11
UM	0	2	41	12	4	222	1	282
USM	0	1	79	10	13	383	8	494
WCU	5	3	319	12	13	338	4	694
Total	14	14	2014	48	42	1707	73	3912
Percent	0.36%	0.36%	51.48%	1.23%	1.07%	43.63%	1.87%	100%

Figure 10
2020-2021 Admitted Candidates by Ethnicity



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

Table 10
2020-2021 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	32	121	0	0	0	0	2	4	0	0	34	125
BU	0	3	0	1	0	582	0	0	0	1	3	65	0	52	3	704
BMC	0	NP	0	NP	5	NP	2	NP	0	NP	35	NP	0	NP	42	NP
DSU	0	0	1	0	8	17	0	0	0	0	65	2	0	0	74	19
JSU	0	0	0	0	83	350	0	0	0	0	0	0	0	0	83	350
MIL	0	NP	0	NP	1	NP	1	NP	0	NP	0	NP	0	NP	2	NP
MC	0	0	1	3	7	15	0	0	1	0	75	22	0	0	84	40
MSU	1	4	0	0	49	130	4	5	5	4	311	127	2	5	372	275
MUW	0	0	0	0	10	10	0	2	1	0	30	23	0	1	41	36
MVSU	0	1	0	2	18	126	0	0	0	0	0	0	0	0	18	129
RC	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP	0	NP
TC	0	NP	0	NP	11	NP	0	NP	0	NP	0	NP	0	NP	11	NP
UM	0	0	2	0	26	15	11	1	3	1	195	27	1	0	238	44
USM	0	0	1	0	73	6	10	0	11	2	360	23	2	6	457	37
WCU	2	3	0	3	19	300	2	10	1	12	84	254	3	1	111	583
Total	3	11	5	9	342	1672	30	18	22	20	1160	547	8	65	1570	2342

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

2020-2021 Admitted Candidates by Area of Licensure - Public and Private Comparisons

Area of Licensure	Public	Private	Total
Art (K-12)	4	22	26
Biology (7-12)	119	139	258
Business Education (7-12)	30	82	112
Chemistry (7-12)	10	5	15
Computer Science (7-12)	0	1	1
Dancing (K-12) Performing Arts	7	0	7
Elementary Education (4-6)	8	47	55
Elementary Education (K-3)	38	1	39
Elementary Education (K-6)	830	173	1003
English (7-12)	204	201	405
Family & Consumer Science (7-12)	2	2	4
French (K-12)	2	2	4
General Science (7-12)	0	1	1
Health Education (K-12)	9	11	20
Marketing (7-12)	1	0	1
Mathematics (7-12)	64	53	117
Mild/Moderate Disability (K-12)	122	72	195
Music Ed. (K-12) Performing Arts	2	4	6
Music Ed. Instrumental (K-12)	61	16	76
Music Ed. Vocal (K-12)	37	13	50
Physical Education (K-12)	190	125	315
Physics (7-12)	3	0	3
Social Studies (7-12)	578	492	1070
Spanish (K-12)	9	11	20
Speech Communication (7-12)	1	9	10
Speech Language/Clinician (K-12)	1	0	1
No License Identified	0	98	98
Total	2332	1580	3912

Figure 11
 2020-2021 Admitted Candidates by Area of Licensure - Public and Private Comparisons

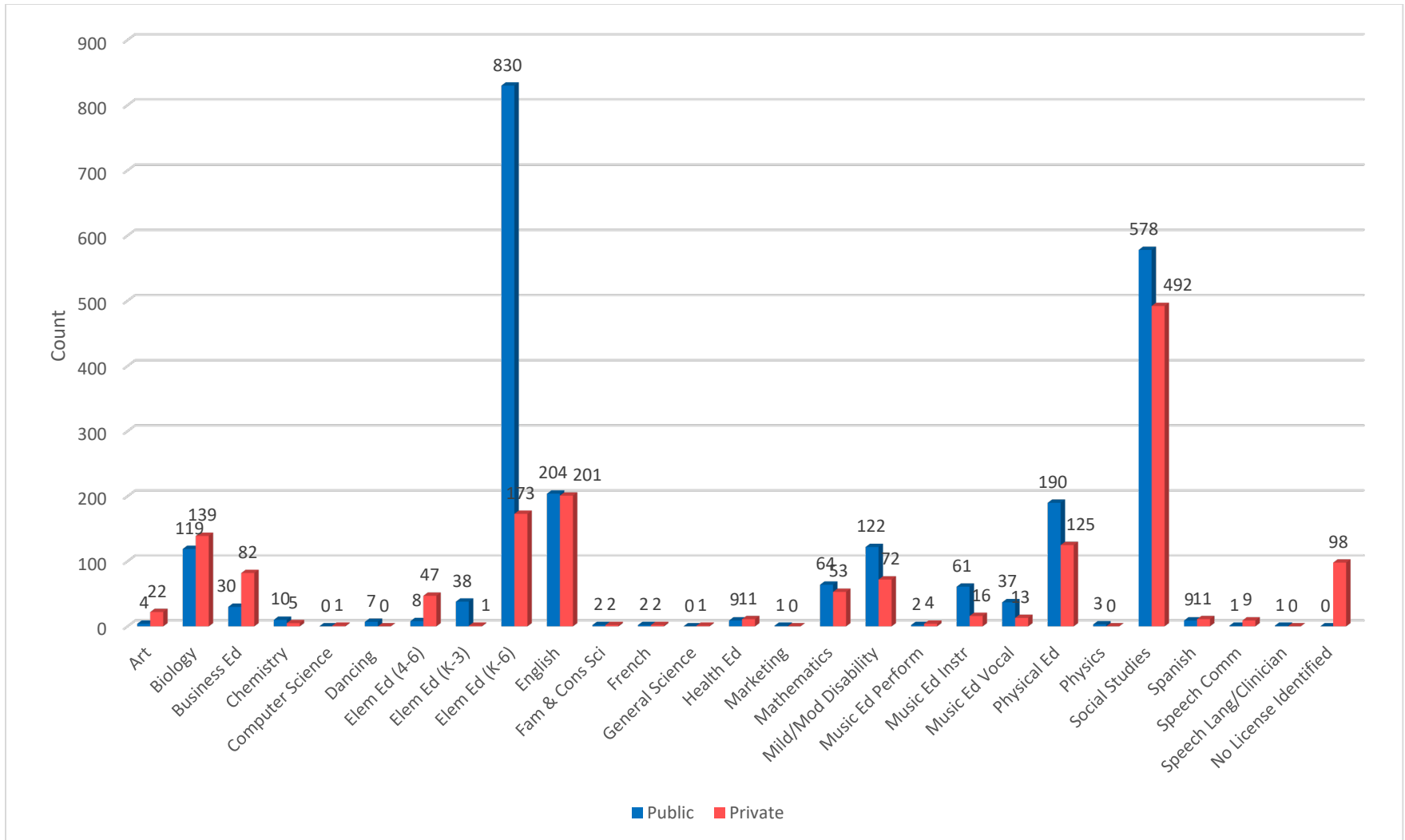
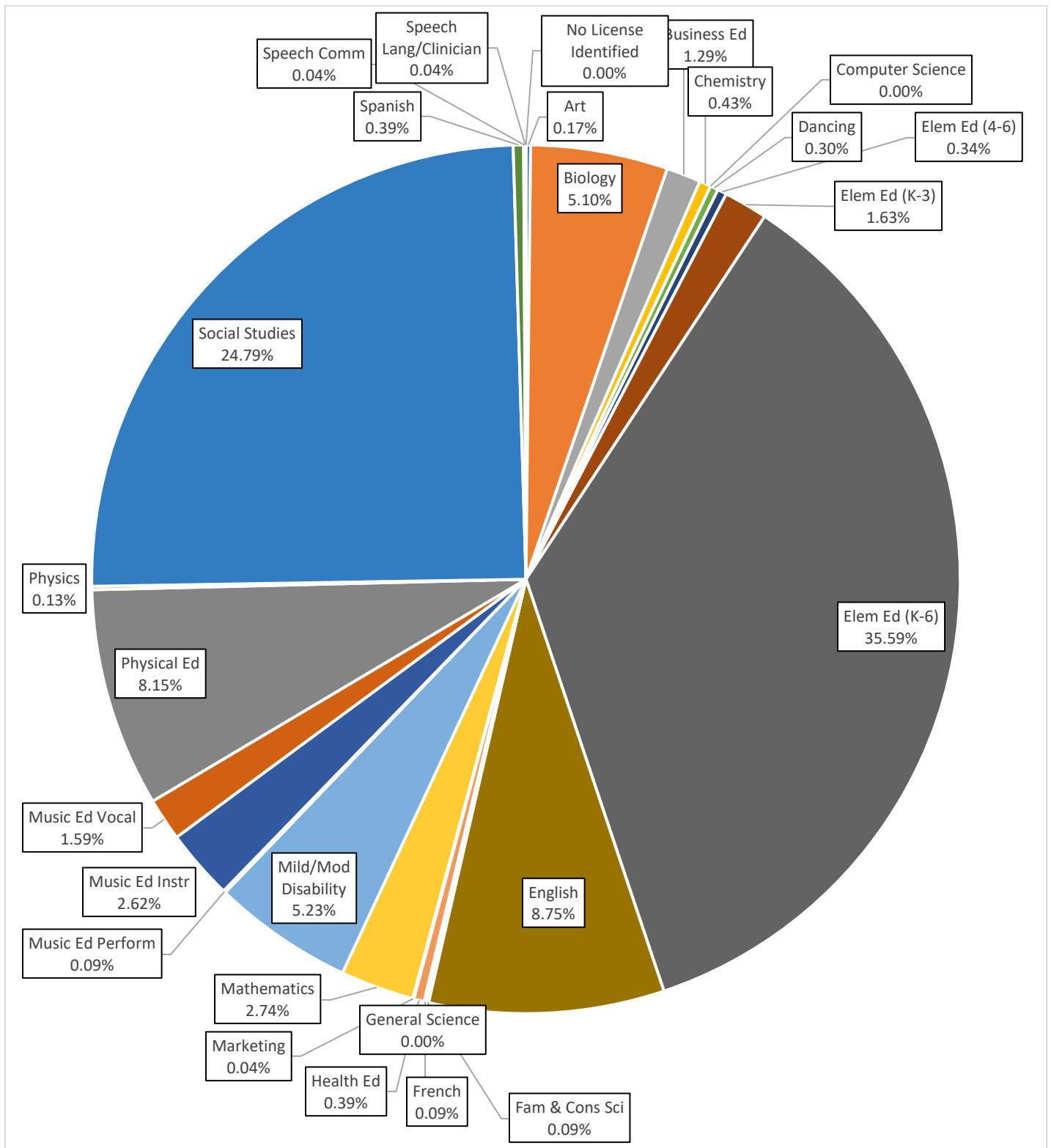


Figure 12

2020-2021 Admitted Candidates by Area of Licensure - Public and Private



The table and the figure below represent the number of candidates admitted into public EPP programs. The largest program was Elementary Education K-6 (n=830) followed by Social Studies 7-12 (n=578).

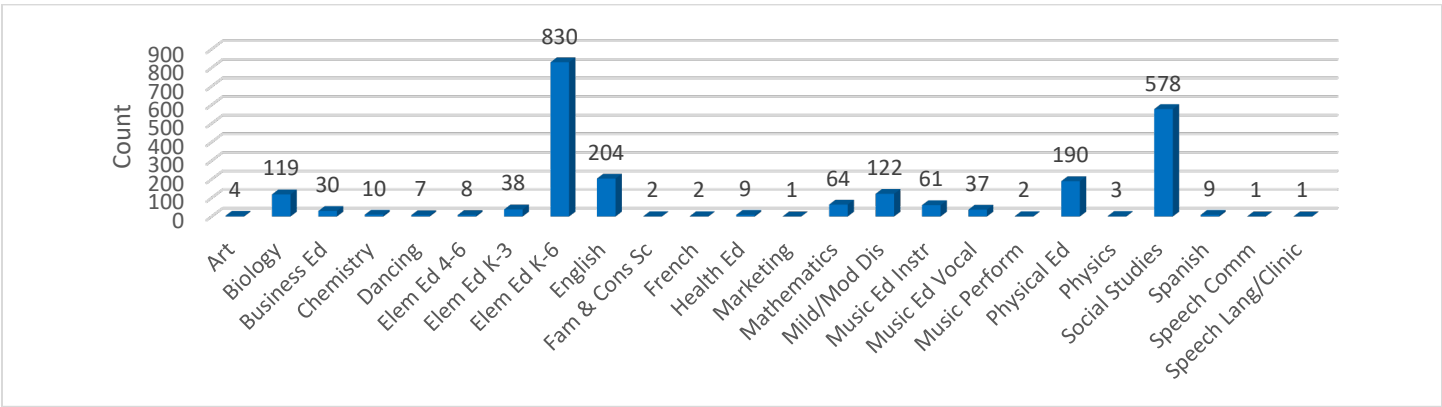
Table 12

2020-2021 Admitted Candidates - Public EPPs by Area of Licensure

Area of Licensure	ASU	DSU	JSU	MSU	MUW	MVSU	UM	USM	Total	%
Art K-12	0	0	2	0	1	0	0	1	4	0.17%
Biology 7-12	26	5	15	28	5	10	14	16	119	5.10%
Business Education 7-12	7	0	19	2	1	0	0	1	30	1.29%
Chemistry 7-12	2	1	0	3	0	0	3	1	10	0.43%
Dancing K-12 Performing	0	0	0	0	0	0	0	7	7	0.30%
Elementary Education 4-6	0	2	6	0	0	0	0	0	8	0.34%
Elementary Education K-3	0	0	15	23	0	0	0	0	38	1.63%
Elementary Education K-6	16	53	36	222	36	9	160	298	830	35.59%
English 7-12	10	4	45	57	2	18	39	29	204	8.75%
Family & Consumer Sc 7-12	0	0	2	0	0	0	0	0	2	0.09%
French K-12	0	0	2	0	0	0	0	0	2	0.09%
Health Education K-12	2	0	0	0	5	0	2	0	9	0.39%
Marketing 7-12	0	0	0	0	1	0	0	0	1	0.04%
Mathematics 7-12	6	1	6	24	3	3	12	9	64	2.74%
Mild/Mod Disability K-12	0	0	5	90	0	0	9	18	122	5.23%
Music Ed. Instrumental K-12	7	3	12	10	3	2	0	24	61	2.62%
Music Ed. Vocal K-12	2	1	3	10	0	0	13	8	37	1.59%
Music Performing K-12	0	0	1	0	0	1	0	0	2	0.09%
Physical Education K-12	22	11	30	53	2	36	0	36	190	8.15%
Physics 7-12	0	0	1	1	0	0	1	0	3	0.13%
Social Studies 7-12	59	12	231	123	15	68	29	41	578	24.79%
Spanish K-12	0	0	0	1	3	0	0	5	9	0.39%
Speech Communication 7-12	0	0	1	0	0	0	0	0	1	0.04%
Speech Lang/Clinician K-12	0	0	1	0	0	0	0	0	1	0.04%
Total	159	93	433	647	77	147	282	494	2332	100%

Figure 13

2020-2021 Admitted Candidates - Public EPPs by Area of Licensure



The table and the figure below represent the number of candidates admitted into private EPP programs. The largest program was Social Studies 7-12 (n=492) followed by English 7-12 (n=201).

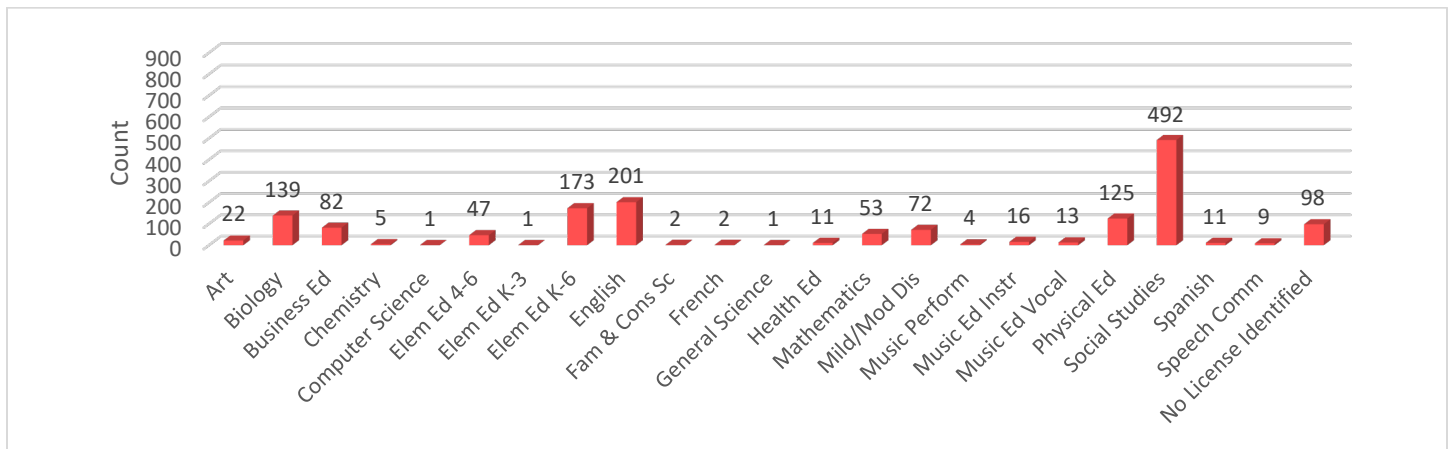
Table 13

2020-2021 Admitted Candidates - Private EPPs by Area of Licensure

Area of Licensure	BU	BMC	MC	MIL	RC	TC	WCU	Total	%
Art K-12	2	0	7	0	0	0	13	22	1.39%
Biology 7-12	71	3	9	0	0	1	55	139	8.80%
Business Education 7-12	50	0	0	1	0	0	31	82	5.19%
Chemistry 7-12	3	0	1	0	0	0	1	5	0.32%
Computer Science 7-12	1	0	0	0	0	0	0	1	0.06%
Elementary Education 4-6	20	0	3	0	0	0	24	47	2.97%
Elementary Education K-3	0	1	0	0	0	0	0	1	0.06%
Elementary Education K-6	3	18	47	0	0	10	95	173	10.95%
English 7-12	91	6	16	0	0	0	88	201	12.72%
Family & Consumer Sc 7-12	2	0	0	0	0	0	0	2	0.13%
French K-12	0	0	0	0	0	0	2	2	0.13%
General Science 7-12	1	0	0	0	0	0	0	1	0.06%
Health Education K-12	6	0	0	0	0	0	5	11	0.70%
Mathematics 7-12	22	2	2	0	0	0	27	53	3.35%
Mild/Mod Disability K-12	0	0	0	0	0	0	72	72	4.56%
Music Ed. Performing K-12	3	0	0	0	0	0	1	4	0.25%
Music Ed. Instrumental K-12	2	0	2	0	0	0	12	16	1.01%
Music Ed. Vocal K-12	2	1	3	0	0	0	7	13	0.82%
Physical Education K-12	65	3	10	0	0	0	47	125	7.91%
Social Studies 7-12	254	6	24	1	0	0	207	492	31.14%
Spanish K-12	2	2	0	0	0	0	7	11	0.70%
Speech Communication 7-12	9	0	0	0	0	0	0	9	0.57%
No License Identified	98	0	0	0	0	0	0	98	6.20%
Total	707	42	124	2	0	11	694	1580	100%

Figure 14

2020-2021 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=1003) was the largest program for traditional preparation; Social Studies 7-12 (n=985) was the largest program for alternate route preparation.

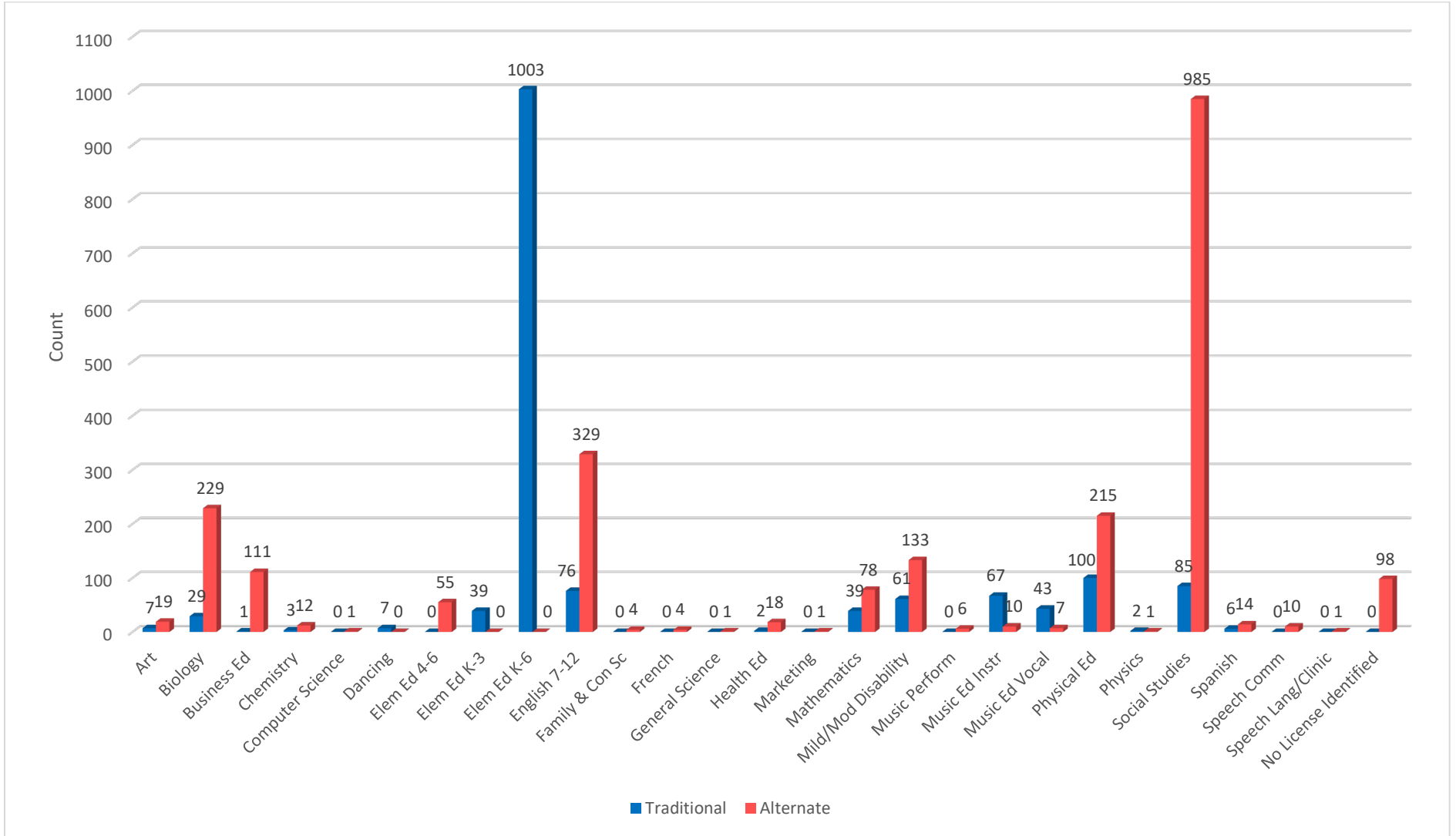
Table 14

2020-2021 Admitted Candidates by Area of Licensure (Traditional and Alternate Route)

Area of Licensure	Traditional	Alternate	Total
Art K-12	7	19	26
Biology 7-12	29	229	258
Business Education 7-12	1	111	112
Chemistry 7-12	3	12	15
Computer Science 7-12	0	1	1
Dancing K-12 Performing	7	0	7
Elementary Education 4-6	0	55	55
Elementary Education K-3	39	0	39
Elementary Education K-6	1003	0	1003
English 7-12	76	329	405
Family & Consumer Science 7-12	0	4	4
French K-12	0	4	4
General Science 7-12	0	1	1
Health Education K-12	2	18	20
Marketing	0	1	1
Mathematics 7-12	39	78	117
Mild/Moderate Disability K-12	61	133	194
Music K-12 Performing	0	6	6
Music Ed. Instrumental K-12	67	10	77

Music Ed. Vocal K-12	43	7	50
Physical Education K-12	100	215	315
Physics 7-12	2	1	3
Social Studies 7-12	85	985	1070
Spanish K-12	6	14	20
Speech Communication 7-12	0	10	10
Speech Language/Clinician K-12	0	1	1
No License Identified	0	98	98
Total	1570	2342	3912

Figure 15
 2020-2021 Admitted Candidates by Area of Licensure (Traditional and Alternate Route)



Section III. Completer Candidate Data

The following data are reported for 2020-2021 EPP completers.

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

Program Completer Candidate Data

Mississippi EPPs graduated 2224 candidates during the 2020-2021 academic year. Of the total completers, 67.63% (n=1504) were from the eight public EPPs and 32.38% (n=720) were from the seven private EPPs. Because of the COVID-19 virus, test waivers for spring 2020 were initiated due to the closing of testing. Beginning May 18, 2020, Praxis tests were offered remotely at home. The test waiver would stay in effect until December 31, 2021. Test results reported in this summary are for those candidates who took the test and results submitted by the EPP. Results will be skewed due to the number of candidates who opted out of testing during the 2020-2021 academic year.

For the purposes of this report, an Alternate Route completer is a candidate who has completed the Data, Analysis, and Evaluation course, Classroom Management course, and the yearlong internship (12-credit hours) earning a 5-year renewable license. A Master of Arts in Teaching (MAT) Degree is obtained by completing a minimum of 30-credit hours.

Table 15
2020-2021 Completer Data by EPP – Traditional Preparation

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Completers	21	5	63	102	86	3	66	281	49	24	0	11	217	235	104	1267
Average Completer GPA	3.53	■	3.41	3.25	3.33	■	3.58	3.51	3.37	3.37	■	3.55	3.57	3.52	3.43	3.48
Average Clinical Hours Completed	67.86	■	135.13	288.17	120.00	■	140.18	155.34	146.53	114.17	■	120.00	247.75	244.04	345.72	205.69
Average Student Teaching Hours	560.00	■	585.87	680.00	480.00	■	600.00	640.00	480.00	560.00	■	600.00	560.00	520.00	515.90	571.61
TIAI Average (US Summative) (0-3 pt scale)	2.31	■	2.61	2.45	2.14	■	2.65	2.87	2.83	2.26	■	2.08	2.34	2.66	2.81	2.60
Impact on Student Learning Average (US Summative) (0-3 pt scale)	2.27	■	2.03	2.64	NR	■	2.48	2.71	1.81	2.20	■	NR	2.44	NR	2.45	2.47
Disposition Average (CT Summative) (0-3 pt scale)	2.50	■	2.83	2.86	2.45	■	2.82	2.97	2.95	2.59	■	2.64	2.76	2.89	2.96	2.84
Foundation of Reading Score Average (090)	NA	■	208.00	245.60	NA	■	247.91	246.94	247.00	NA	■	NA	254.00	236.44	254.00	243.50
Average # of times attempted Foundations of Reading (FoRT)	NA	■	1.00	1.00	NA	■	1.00	1.06	1.00	NA	■	NA	1.00	1.13	1.00	1.06
Percentage COVID-19 waiver FoRT*	100%	■	100%	93.15 %	100%	■	81.82 %	92.64 %	97.67 %	100%	■	100%	99.32 %	87.60 %	98.85 %	95.26 %
Average # of times attempted Praxis Content Knowledge	1.00	■	1.29	1.16	NA	■	2.00	1.09	1.50	2.50	■	2.00	1.11	1.07	1.25	1.21

	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total/ Avg
Percentage COVID-19 waiver Praxis Content Knowledge*	95.24%	■	90.48%	81.37%	100%	■	98.48%	86.48%	97.96%	83.33%	■	90.91%	96.77%	96.17%	98.08%	92.58%
Average # of times attempted Praxis PLT	NA	■	1.20	1.11	NA	■	1.00	1.03	1.00	1.50	■	1.00	1.00	1.00	1.40	1.08
Percentage COVID-19 waiver Praxis PLT*	100%	■	93.65%	81.37%	100%	■	98.48%	88.26%	93.88%	91.67%	■	81.82%	98.16%	96.60%	96.15%	93.29%

NA = Not Applicable

*Percentage COVID-19 waivers include candidates who did not pass the test and candidates who chose not to take the test

Table 16
 2020-2021 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	17	257	NA	42	84	NA	17	202	5	90	NA	0	34	15	194	957
Average Completed GPA	NR	NR	NA	NR	NR	NA	NR	NR	■	NR	■	NA	NR	NR	NR	NR
Average Clinical Hrs. Completed (internship)	<i>Alternate route candidates complete their internship employed as the teacher of record in a school.</i>															
TIAI Average (US Summative) (0.00-3.00)	2.24	2.45	NA	2.71	2.17	NA	2.65	2.95	■	2.26	■	NA	2.38	2.61	2.56	2.55
Impact on Student Learning Average (US Summ) (0-3 pt scale)	2.82	NR	NA	2.83	NR	NA	2.57	2.63	■	2.20	■	NA	2.36	NR	NR	2.51
Disposition Average (US Summative) (0.00-3.00)	2.47	2.71	NA	2.71	2.70	NA	2.79	2.81	■	2.40	■	NA	2.62	2.94	2.78	2.71
Foundation of Reading Score (090)	NA	NA	NA	262.00	NA	NA	252.00	NA	■	NA	■	NA	NA	NA	254.25	256.14
Average Number of times attempted Foundations of Reading	NA	NA	NA	1.00	NA	NA	1.00	NA	■	NA	■	NA	NA	NA	1.00	1.00
Percentage COVID-19 waiver FoRT*	NA	100%	NA	0%	100%	NA	66.67%	NA	■	NA	■	NA	NA	NA	83.33%	87.27%
Average Number of times attempted Praxis Content Knowledge	<i>As a requirement for entrance, alternate route candidates must pass the Praxis Content Knowledge test.</i>															
Percentage COVID-19 waiver Praxis Content Knowledge*	100%	98.58%	NA	84.21%	98.00%	NA	100%	82.55%	■	99.22%	■	NA	84.09%	78.38%	79.07%	91.12%

NA = not applicable

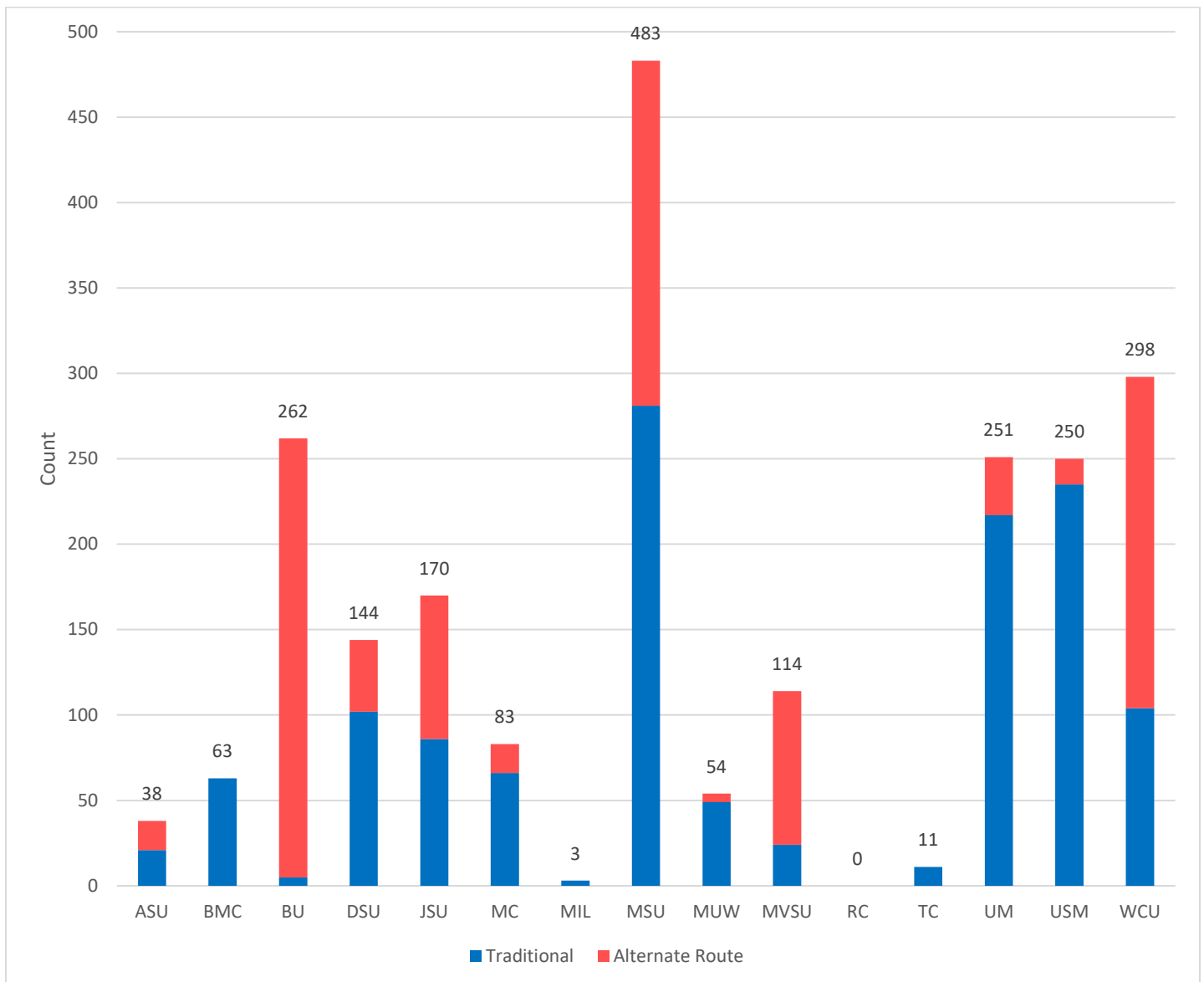
NR = not reported

*Percentage COVID-19 waivers include candidates who did not pass the test and candidates who chose not to take the test

Completer Candidates by EPP

During the 2020-2021 academic year, the total number of teacher candidates who completed an EPP program statewide was 2224. There were 1267 candidates who completed a traditional preparation program and 957 who completed through an alternate route preparation program.

Figure 16
2020-2021 Completer Candidates by EPP



The eight public EPPs had 1504 candidates complete a teacher education program which represented 67.63% of the total number of completers. The seven private EPPs had 720 candidates complete a program which represented of 32.38% 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
2020-2021 Completer Candidates-Public EPPs

Public EPP	Traditional	Alternate	Total	% of all EPPs
ASU	21	17	38	1.71%
DSU	102	42	144	6.47%
JSU	86	84	170	7.64%
MSU	281	202	483	21.72%
MUW	49	5	54	2.43%
MVSU	24	90	114	5.13%
UM	217	34	251	11.29%
USM	235	15	250	11.24%
Total Public	1015	589	1504	67.63%

68%
**Public
EPPs**

Table 18
2020-2021 Completer Candidates-Private EPPs

Private EPP	Traditional	Alternate	Total	% of all EPPs
BU	5	257	262	11.78%
BMC	63	NA	63	2.83%
MIL	3	NA	3	0.13%
MC	66	17	83	3.73%
RC	0	NA	0	0%
TC	11	0	11	0.49%
WCU	104	194	298	13.40%
Total Private	252	468	720	32.38%

32%
**Private
EPPs**

During the 2020-2021 academic year, the total number of teacher candidates who completed an EPP program statewide was 2224. There were 1267 candidates who completed a traditional preparation program and 957 candidates who completed an alternate route preparation program.

Table 19
2020-2021 Completer Traditional v. Alternate Route

EPP	Traditional	Alternate	Total
ASU	21	17	38
BU	5	257	262
BMC	63	NA	63
DSU	102	42	144
JSU	86	84	170
MIL	3	NA	3
MC	66	17	83
MSU	281	202	483
MUW	49	5	54
MVSU	24	90	114
RC	0	NA	0
TC	11	0	11
UM	217	34	251
USM	235	15	250
WCU	104	194	298
Total	1267	957	2224

Figure 17
2020-2021 Completer Traditional v. Alternate Route

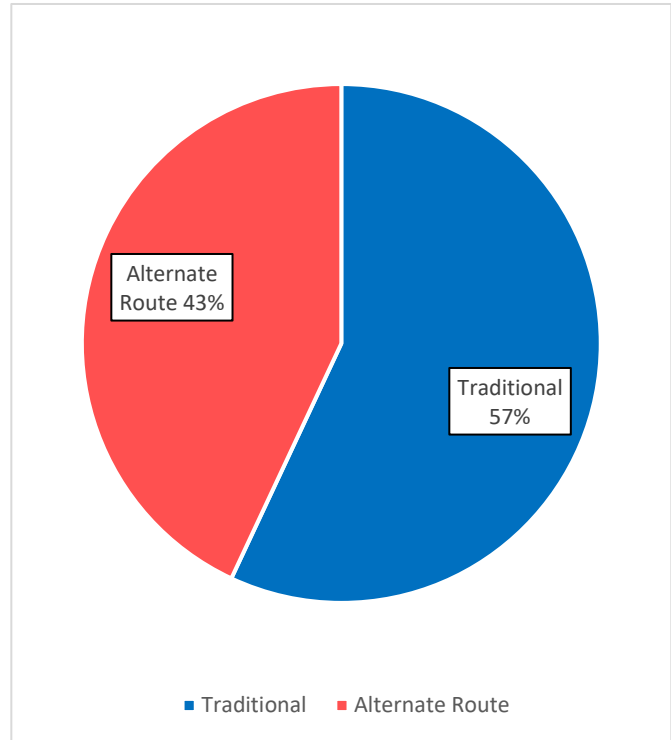
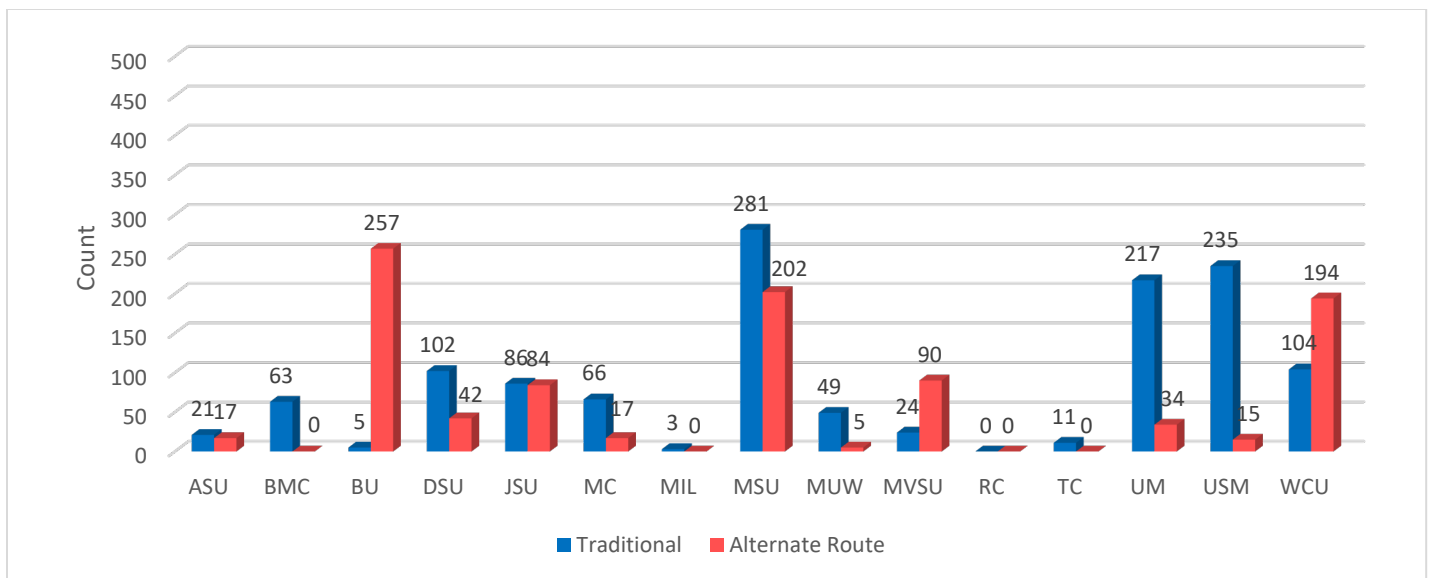


Figure 18
2020-2021 Completer Traditional v. Alternate Route



Completer Candidate Data by Gender

In 2020-2021, the 15 EPPs had a total of 2224 completer candidates. Males represented 18.84% (n=419) of the total completers, while females represented 81.16% (n=1805) of the total completers.

Table 20
2020-2021 Completers by Gender

EPP	Female	Male	Total
ASU	35	3	38
BU	214	48	262
BMC	52	11	63
DSU	110	34	144
JSU	141	29	170
MIL	2	1	3
MC	66	17	83
MSU	400	83	483
MUW	49	5	54
MVSU	85	29	114
RC	0	0	0
TC	9	2	11
UM	212	39	251
USM	190	60	250
WCU	240	58	298
Total	1805	419	2224

Figure 19
2020-2021 Completers by Gender

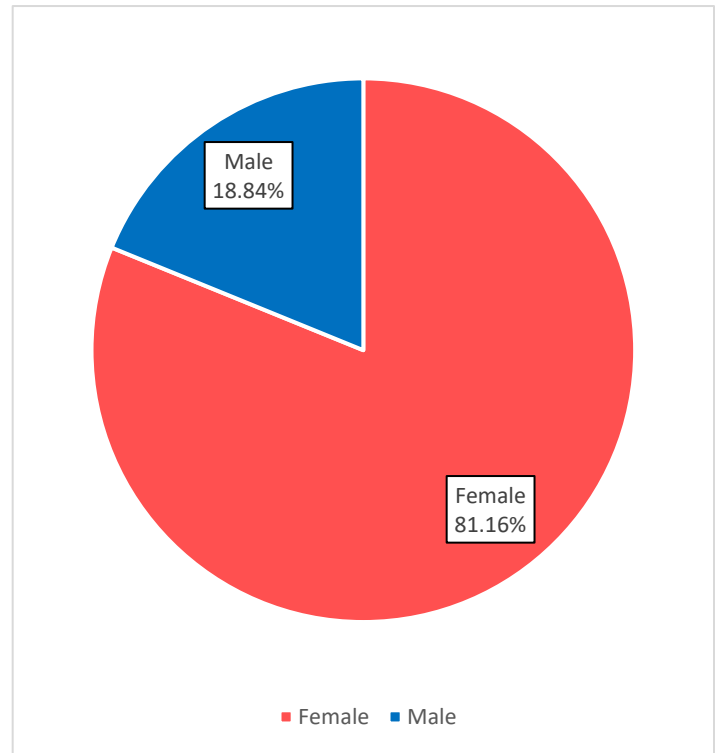
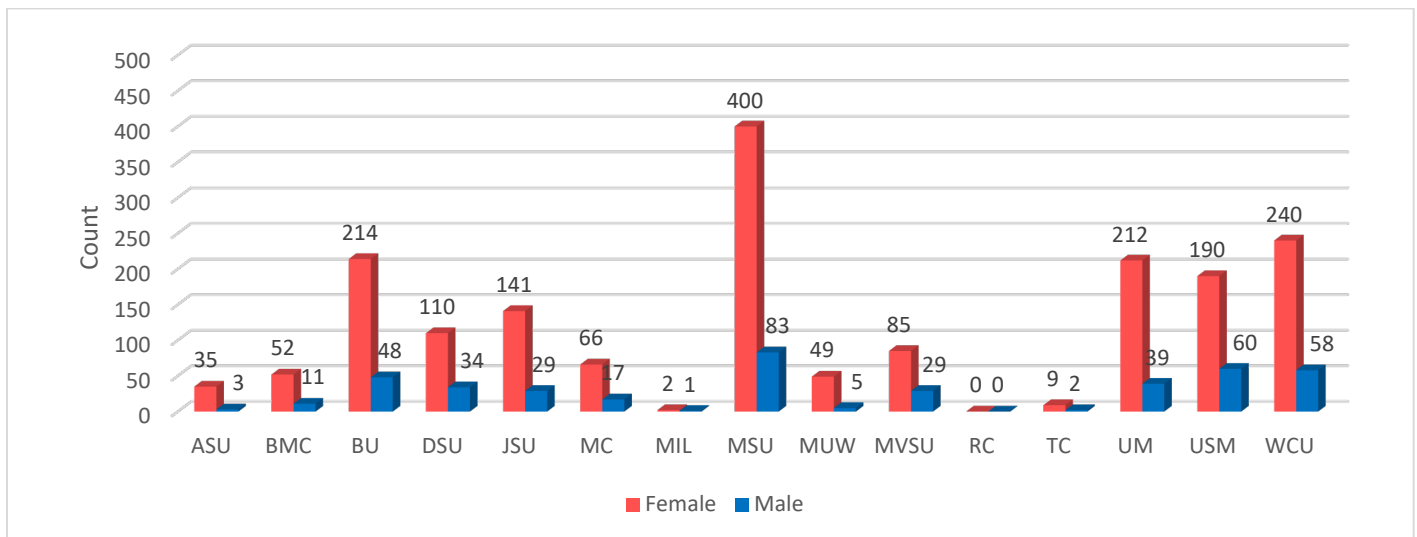


Figure 20
2020-2021 Completers by Gender



The following tables and figures represent female completer candidates.

Table 21
2020-2021 Female Completer Candidates

EPP	Traditional	Alternate	Total
ASU	19	16	35
BU	5	209	214
BMC	52	NA	52
DSU	81	29	110
JSU	65	76	141
MIL	2	NA	2
MC	56	10	66
MSU	236	164	400
MUW	46	3	49
MVSU	17	68	85
RC	0	NA	0
TC	9	0	9
UM	192	20	212
USM	179	11	190
WCU	94	146	240
Total	1053	752	1805
%	58.34%	41.66%	100%

Figure 21
2020-2021 Female Completer Candidates

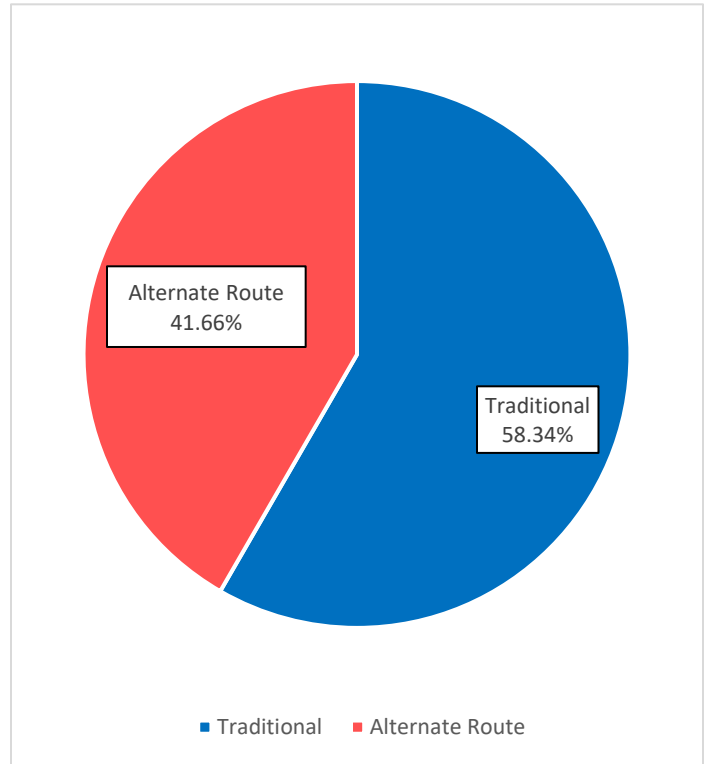
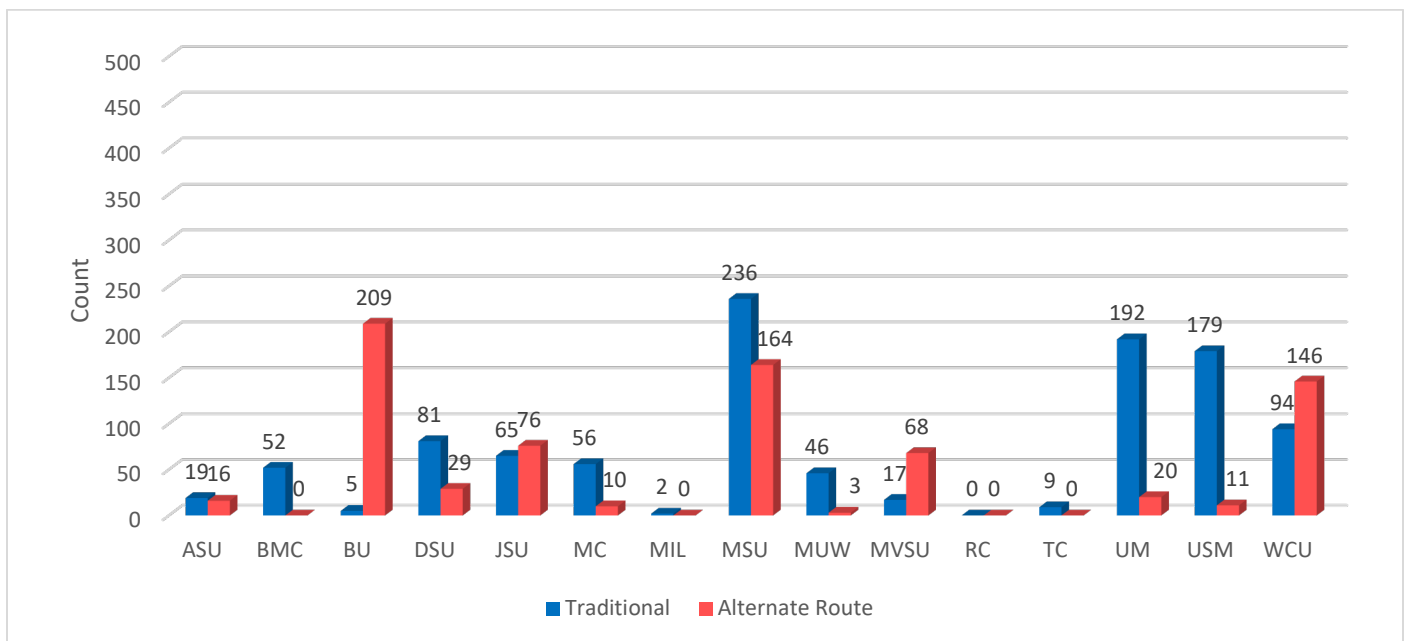


Figure 22
2020-2021 Female Completer Candidates



The following tables and figures represent male completer candidates.

Table 22
2020-2021 Male Completer Candidates

EPP	Traditional	Alternate	Total
ASU	2	1	3
BU	0	48	48
BMC	11	NA	11
DSU	21	13	34
JSU	21	8	29
MIL	1	NA	1
MC	10	7	17
MSU	45	38	83
MUW	3	2	5
MVSU	7	22	29
RC	0	NA	0
TC	2	0	2
UM	25	14	39
USM	56	4	60
WCU	10	48	58
Total	214	205	419
%	51.07%	48.93%	100%

Figure 23
2020-2021 Male Completer Candidates

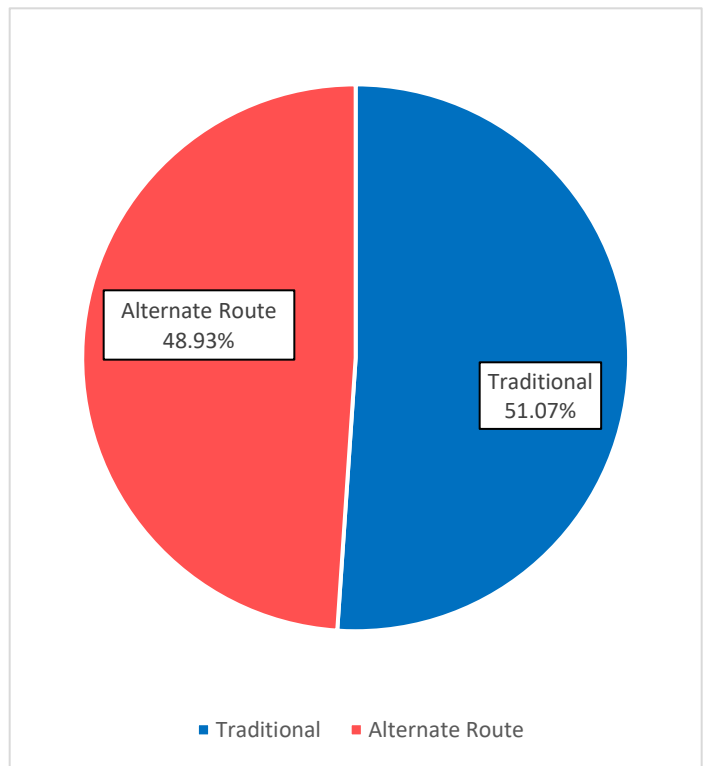
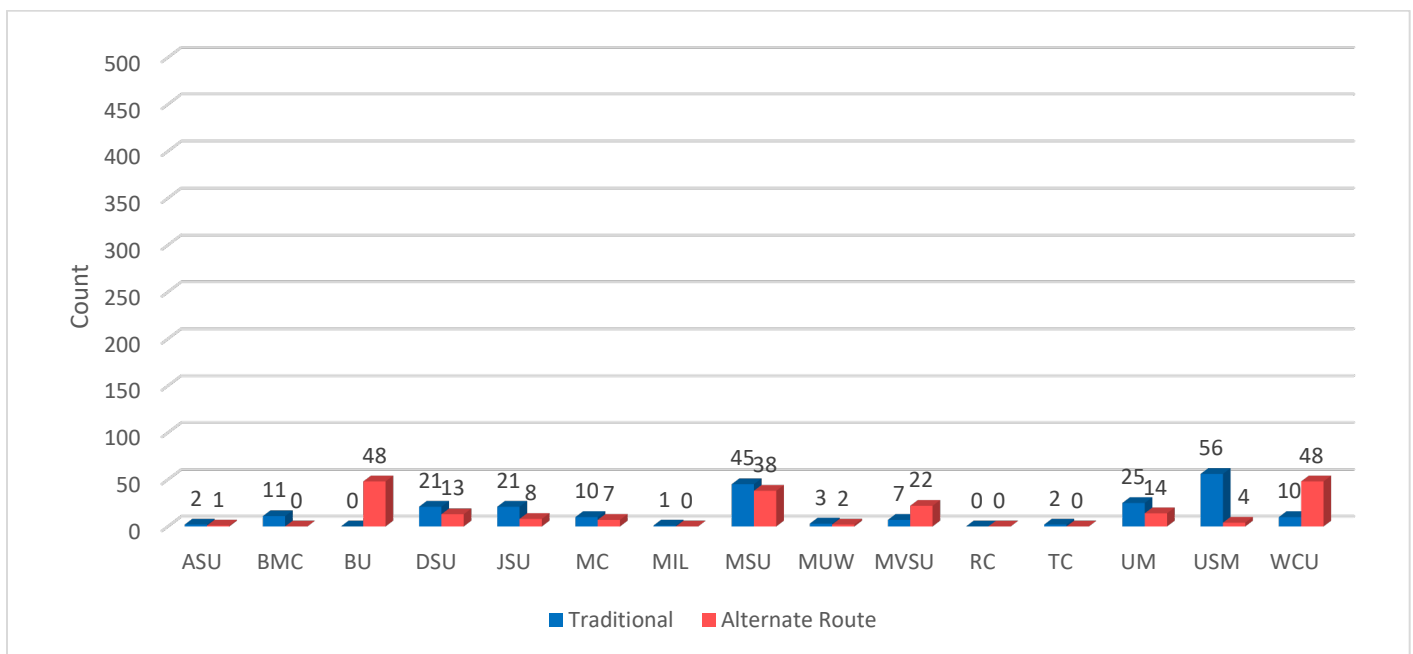


Figure 24
2020-2021 Male Completer Candidates



Completer Candidate Data by Ethnicity

In 2020-2021, the 15 EPPs had a total of 2224 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
2020-2021 Completer Candidates by Ethnicity

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	35	0	0	3	0	38
BU	1	0	219	0	1	29	12	262
BMC	0	0	7	1	1	53	1	63
DSU	0	1	41	2	0	100	0	144
JSU	0	0	170	0	0	0	0	170
MIL	0	0	1	0	0	2	0	3
MC	0	2	11	1	1	68	0	83
MSU	5	2	131	9	5	329	2	483
MUW	0	0	19	0	0	35	0	54
MVSU	0	1	113	0	0	0	0	114
RC	0	0	0	0	0	0	0	0
TC	0	0	11	0	0	0	0	11
UM	0	1	25	8	2	214	1	251
USM	0	1	25	9	8	205	2	250
WCU	1	1	98	6	5	186	1	298
Total	7	9	906	36	23	1224	19	2224

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

Table 24
2020-2021 Completer by Ethnicity

Ethnicity	Am Indian/ Alaska Native	Asian /Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Count	7	9	906	36	23	1224	19	2224
Percentage	0.31%	0.40%	40.74%	1.62%	1.03%	55.04%	0.85%	100%

Figure 25
2020-2021 Completer by Ethnicity

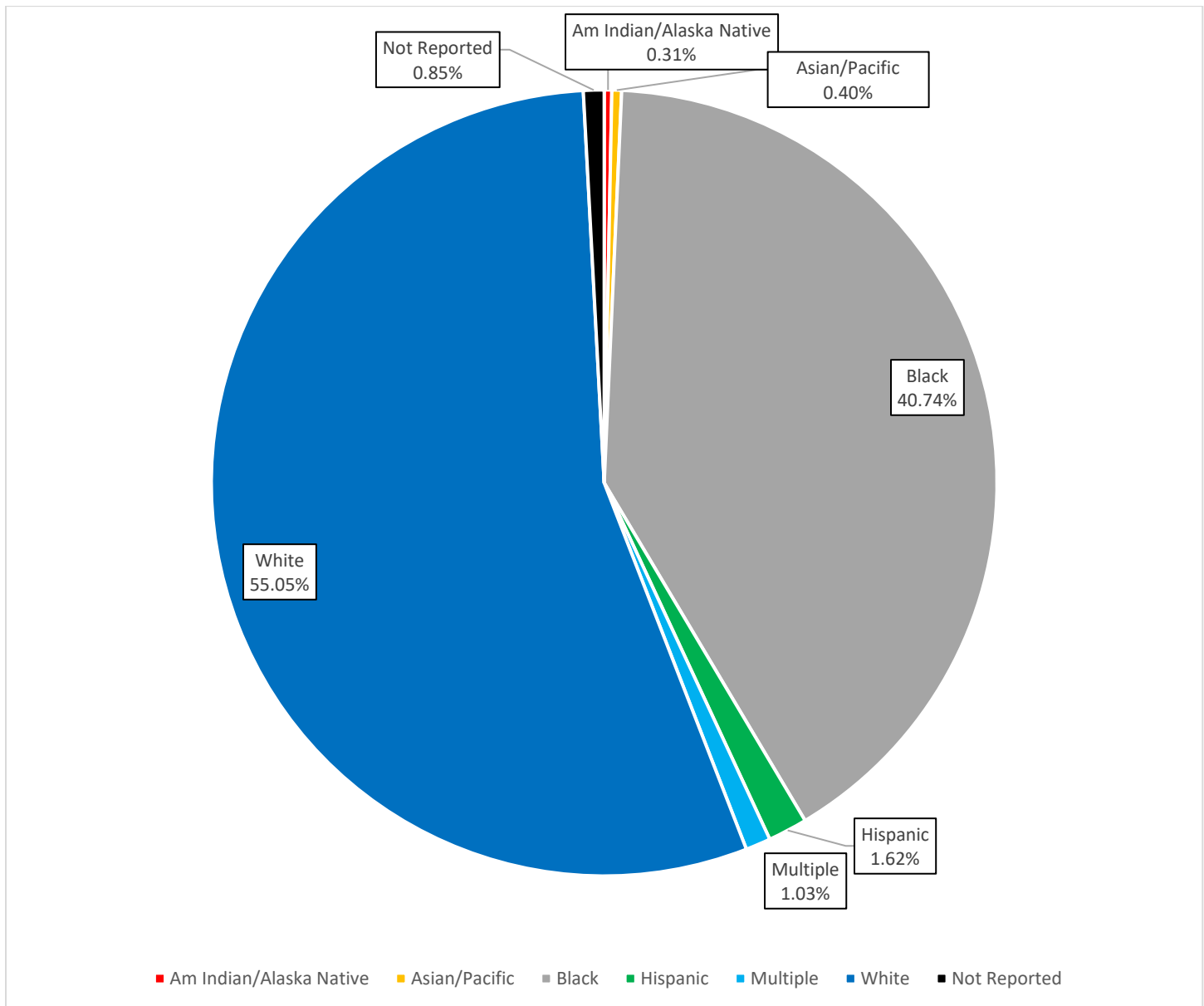


Table 25
2020-2021 Completers by Ethnicity-Traditional Preparation

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	20	0	0	1	0	21
BU	0	0	0	0	1	4	0	5
BMC	0	0	7	1	1	53	1	63
DSU	0	1	10	1	0	90	0	102
JSU	0	0	86	0	0	0	0	86
MIL	0	0	1	0	0	2	0	3
MC	0	1	5	1	1	58	0	66
MSU	3	2	24	5	2	245	0	281
MUW	0	0	18	0	0	31	0	49
MVSU	0	0	24	0	0	0	0	24
RC	0	0	0	0	0	0	0	0
TC	0	0	11	0	0	0	0	11
UM	0	0	20	5	2	189	1	217
USM	0	1	24	8	8	194	0	235
WCU	0	0	13	2	0	88	1	104
Total	3	5	263	23	15	955	3	1267

Table 26
2020-2021 Completer Candidate by Ethnicity-Alternate Route Preparation

EPP	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
ASU	0	0	15	0	0	2	0	17
BU	1	0	219	0	0	25	12	257
BMC	NA	NA	NA	NA	NA	NA	NA	NA
DSU	0	0	31	1	0	10	0	42
JSU	0	0	84	0	0	0	0	84
MIL	NA	NA	NA	NA	NA	NA	NA	NA
MC	0	1	6	0	0	10	0	17
MSU	2	0	107	4	3	84	2	202
MUW	0	0	1	0	0	4	0	5
MVSU	0	1	89	0	0	0	0	90
RC	NA	NA	NA	NA	NA	NA	NA	NA
TC	0	0	0	0	0	0	0	0
UM	0	1	5	3	0	25	0	34
USM	0	0	1	1	0	11	2	15
WCU	1	1	85	4	5	98	0	194
Total	4	4	643	13	8	269	16	957

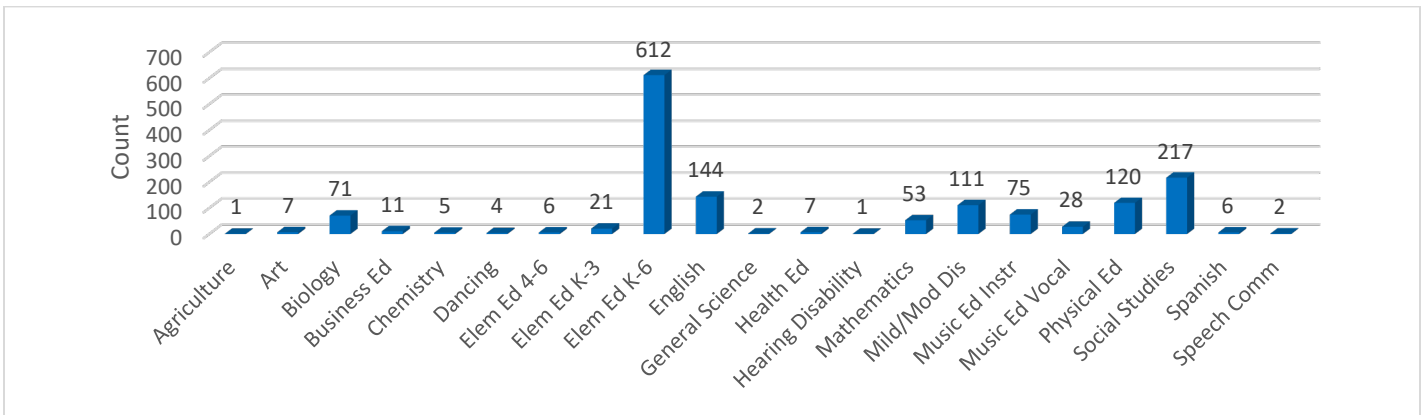
Completer Candidate Data by Area of Licensure

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=612) followed by Social Studies 7-12 (n=217).

Table 27
2020-2021 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	1	0	0	0	0	0	1	0.07%
Art K-12	0	2	1	2	0	0	0	2	7	0.47%
Biology 7-12	1	9	11	21	4	9	7	9	71	4.72%
Business Education 7-12	0	3	7	1	0	0	0	0	11	0.73%
Chemistry 7-12	0	0	1	2	0	0	0	2	5	0.33%
Dancing K-12 Performing	0	0	0	0	0	0	0	4	4	0.27%
Elementary Education 4-6	0	4	2	0	0	0	0	0	6	0.40%
Elementary Education K-3	0	0	14	7	0	0	0	0	21	1.40%
Elementary Education K-6	11	73	39	156	43	15	146	129	612	40.69%
English 7-12	5	7	18	48	2	8	39	17	144	9.57%
General Science 7-12	0	0	1	0	0	1	0	0	2	0.13%
Health Education K-12	0	0	7	0	0	0	0	0	7	0.47%
Hearing Disability K-12	0	0	1	0	0	0	0	0	1	0.07%
Mathematics 7-12	2	3	4	19	1	6	15	3	53	3.52%
Mild/Mod Disability K-12	0	0	4	86	0	0	12	9	111	7.38%
Music Ed Instr K-12	0	4	20	12	1	4	9	25	75	4.99%
Music Ed Vocal K-12	3	2	1	8	0	0	4	10	28	1.86%
Physical Education K-12	5	21	7	37	0	28	0	22	120	7.98%
Social Studies 7-12	11	15	30	82	2	43	19	15	217	14.43%
Spanish K-12	0	1	0	2	0	0	0	3	6	0.40%
Speech Comm 7-12	0	0	1	0	1	0	0	0	2	0.13%
Total	38	144	170	483	54	114	251	250	1504	100%

Figure 26
2020-2021 Completer Candidates-Public EPPs by Area of Licensure

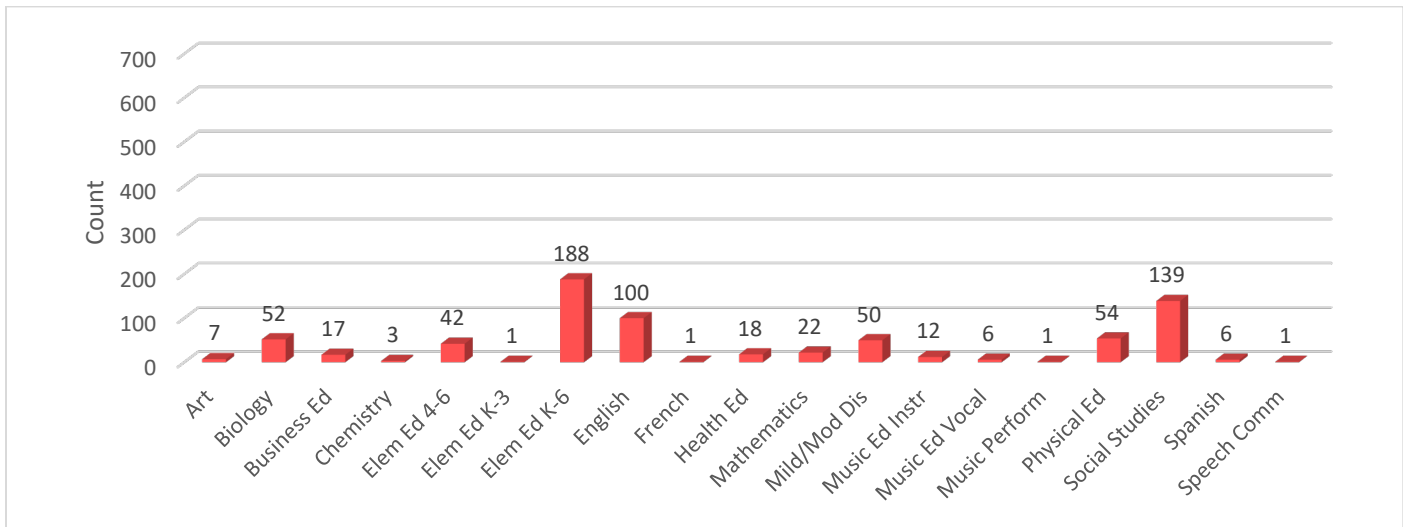


The following tables show the areas of licensure for completers from the private EPPs for both traditional preparation and alternate route preparation programs. The program with the greatest percentage of candidates completing was Elementary Education K-6 (n=188) followed by Social Studies (n=139).

Table 28
2020-2021 Completer Candidates-Private EPPs by Area of Licensure

Area of Licensure	BU	BMC	MC	MIL	RC	TC	WCU	Total	%
Art K-12	2	0	4	0	0	0	1	7	0.97%
Biology 7-12	31	0	3	0	0	1	17	52	7.22%
Business Education 7-12	12	0	0	0	0	0	5	17	2.36%
Chemistry 7-12	0	0	0	0	0	0	3	3	0.42%
Elementary Education 4-6	20	0	1	0	0	0	21	42	5.83%
Elementary Education K-3	0	1	0	0	0	0	0	1	0.14%
Elementary Education K-6	4	42	44	1	0	10	87	188	26.11%
English 7-12	50	3	13	0	0	0	34	100	13.89%
French K-12	0	0	0	0	0	0	1	1	0.14%
Health Education K-12	15	0	0	0	0	0	3	18	2.50%
Mathematics 7-12	9	1	2	0	0	0	10	22	3.06%
Mild/Mod Disability K-12	0	0	0	0	0	0	50	50	6.94%
Music Ed Instr K-12	1	2	1	0	0	0	8	12	1.67%
Music Ed Vocal K-12	0	2	1	0	0	0	3	6	0.83%
Music Performing K-12	1	0	0	0	0	0	0	1	0.14%
Physical Education K-12	24	4	4	0	0	0	22	54	7.50%
Social Studies 7-12	90	7	10	2	0	0	30	139	19.31%
Spanish K-12	3	1	0	0	0	0	2	6	0.83%
Speech Communication 7-12	0	0	0	0	0	0	1	1	0.14%
Total	262	63	83	3	0	11	298	720	100%

Figure 27
2020-2021 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
2020-2021 Completers by Area of Licensure-Public v. Private

Area of Licensure	Public	Private	Total	Percent
Agriculture 7-12	1	0	1	0.04%
Art K-12	7	7	14	0.63%
Biology 7-12	71	52	123	5.53%
Business Education 7-12	11	17	28	1.26%
Chemistry 7-12	5	3	8	0.36%
Dancing K-12 Performing	4	0	4	0.18%
Elementary Education 4-6	6	42	48	2.16%
Elementary Education K-3	21	1	22	0.99%
Elementary Education K-6	612	188	800	35.97%
English 7-12	144	100	244	10.97%
French K-12	0	1	1	10.97%
General Science 7-12	2	0	2	0.04%
Health Education K-12	7	18	25	0.09%
Hearing Disability K-12	1	0	1	1.12%
Mathematics 7-12	53	22	75	0.04%
Mild/Moderate Disability K-12	111	50	161	7.24%
Music Ed. Instrumental K-12	75	12	87	3.91%
Music Ed. Vocal K-12	28	6	34	1.53%
Music Performing K-12	0	1	1	0.04%
Physical Education K-12	120	54	174	7.82%
Social Studies 7-12	217	139	356	16.01%
Spanish K-12	6	6	12	0.54%
Speech Communication 7-12	2	1	3	0.13%
Total	1504	720	2224	100%

Figure 28
 2020-2021 Completers by Area of Licensure-Public v. Private

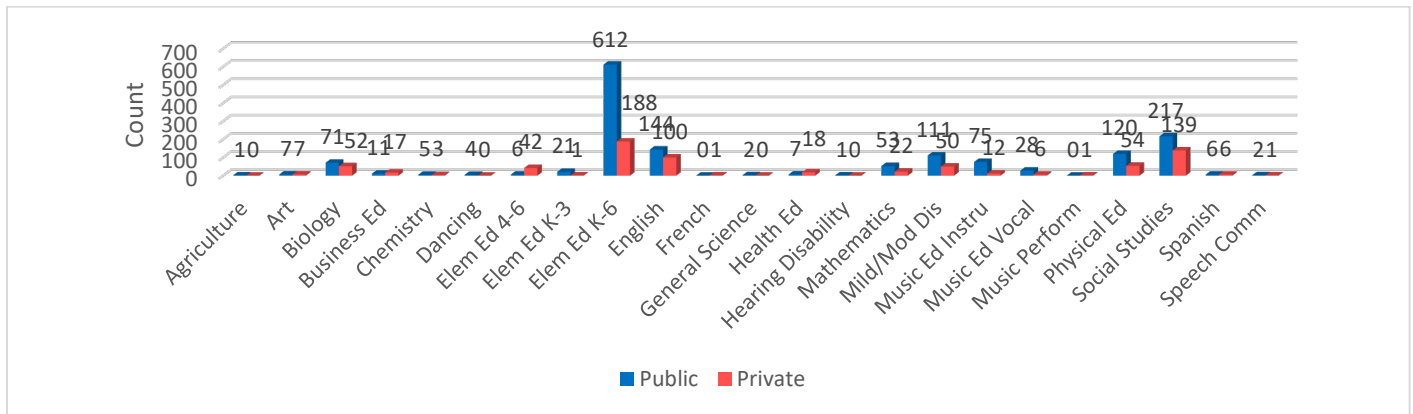
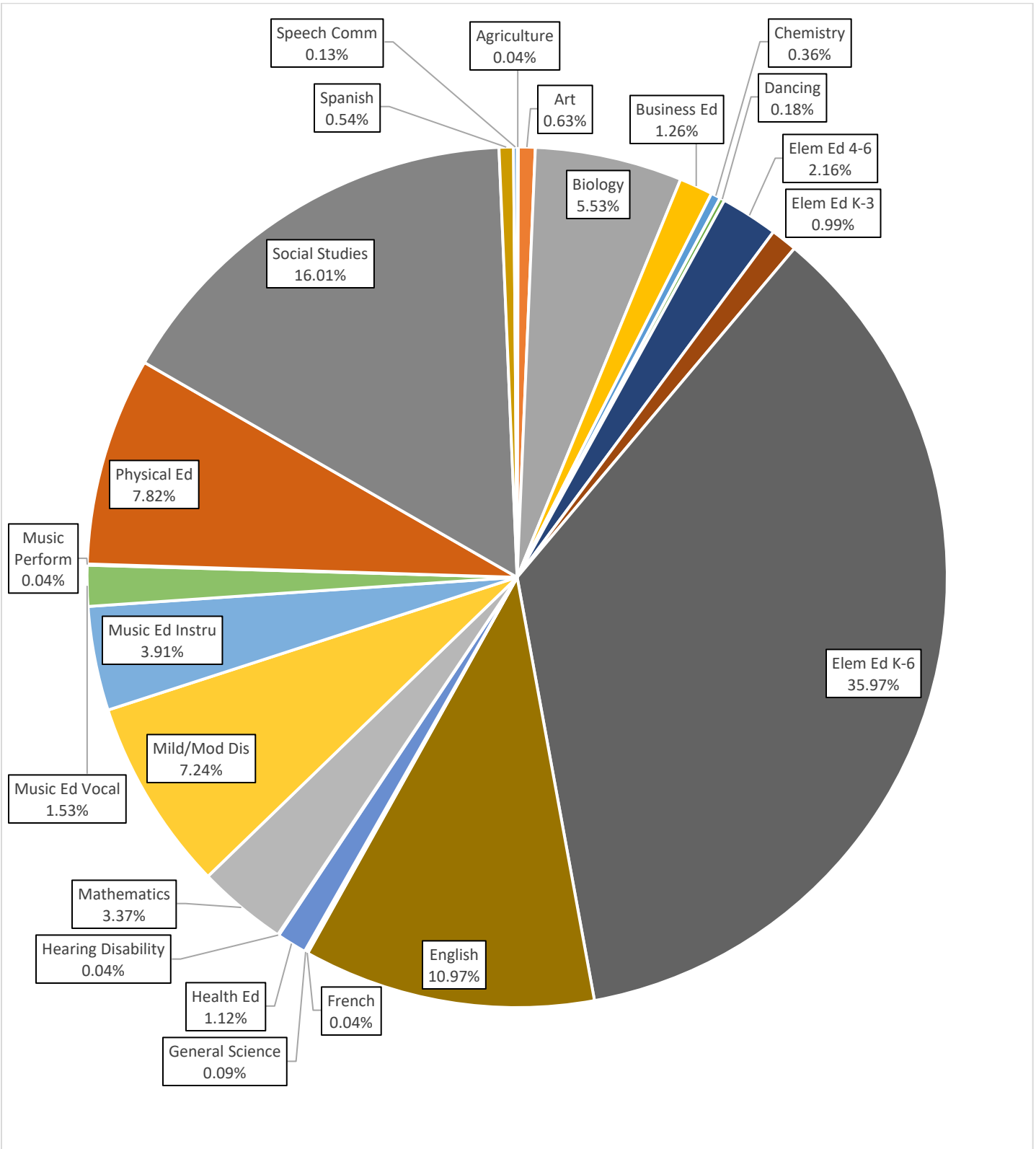


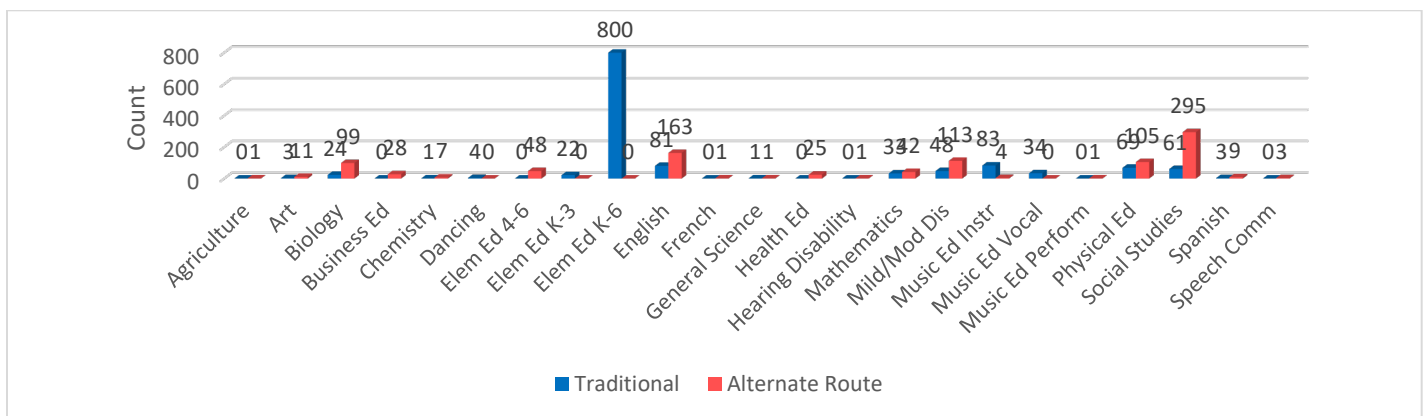
Figure 29
 2020-2021 Completers by Area of Licensure-Public and Private



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*2020-2021 Completers by Area of Licensure-Traditional v. Alternate Route*

Area of Licensure	Traditional	Alternate Route	Total	Percent
Agriculture 7-12	0	1	1	0.04%
Art K-12	3	11	14	0.63%
Biology 7-12	24	99	123	5.53%
Business Education 7-12	0	28	28	1.26%
Chemistry 7-12	1	7	8	0.36%
Dancing K-12 Performing	4	0	4	0.18%
Elementary Education 4-6	0	48	48	2.16%
Elementary Education K-3	22	0	22	0.99%
Elementary Education K-6	800	0	800	35.97%
English 7-12	81	163	244	10.97%
French K-12	0	1	1	0.04%
General Science 7-12	1	1	2	0.09%
Health Education K-12	0	25	25	1.12%
Hearing Disability K-12	0	1	1	0.04%
Mathematics 7-12	33	42	75	3.37%
Mild/Moderate Disability K-12	48	113	161	7.24%
Music Ed. Instrumental K-12	83	4	87	3.91%
Music Ed. Vocal K-12	34	0	34	1.53%
Music Ed. Performing K-12	0	1	1	0.04%
Physical Education K-12	69	105	174	7.82%
Social Studies 7-12	61	295	356	16.01%
Spanish K-12	3	9	12	0.54%
Speech Communication 7-12	0	3	3	0.13%
Total	1267	957	2224	100%

Figure 30*2020-2021 Completer by Area of Licensure-Traditional v. Alternate Route***SECTION IV. Masters of Arts in Teaching (MAT) Degree Data**

The Masters of Arts in Teaching is designed for candidates with a non-education undergraduate degree who wish to become licensed teachers. The degree which consists of a minimum of 30-credit hours is divided into three parts: certification, yearlong supervised internship, and additional coursework.

Table 31
2020-2021 Completer MAT Characteristics

Completer Candidates	Total/Average
Completed MAT degree	369
Completer GPA Average (non-credit hour)	3.68

369
MAT
Completers

Completer Candidate Data by Gender and Ethnicity

In 2020-2021, the number of completer MAT candidates totaled 369. 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 32
2020-2021 MAT Completer Ethnicity / Gender Data

	Female	Male
Am Indian/AL Native	2	1
Asian/Pac Islander	3	0
Black	158	43
Hispanic	7	1
Multiple	1	2
White	106	39
Not Reported	6	0
Total	283	86

Figure 31
2020-2021 Completer MAT Gender Data

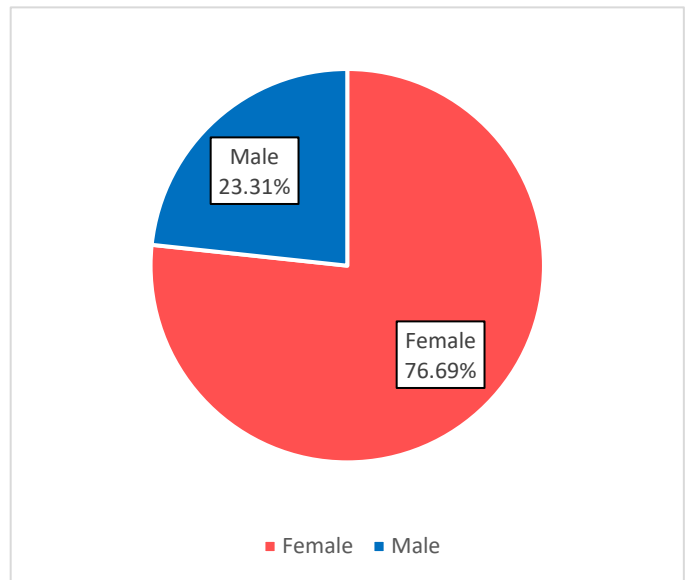
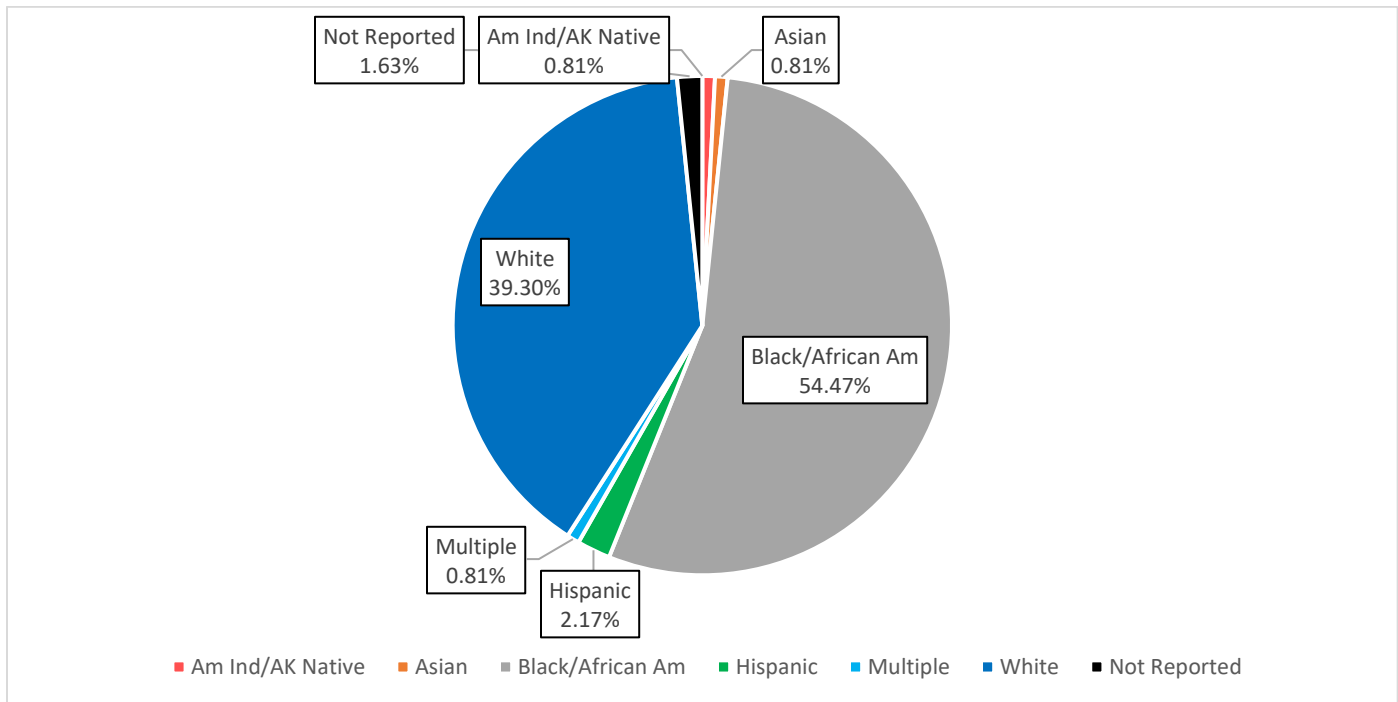


Figure 32
2020-2021 MAT Completer Ethnicity Data

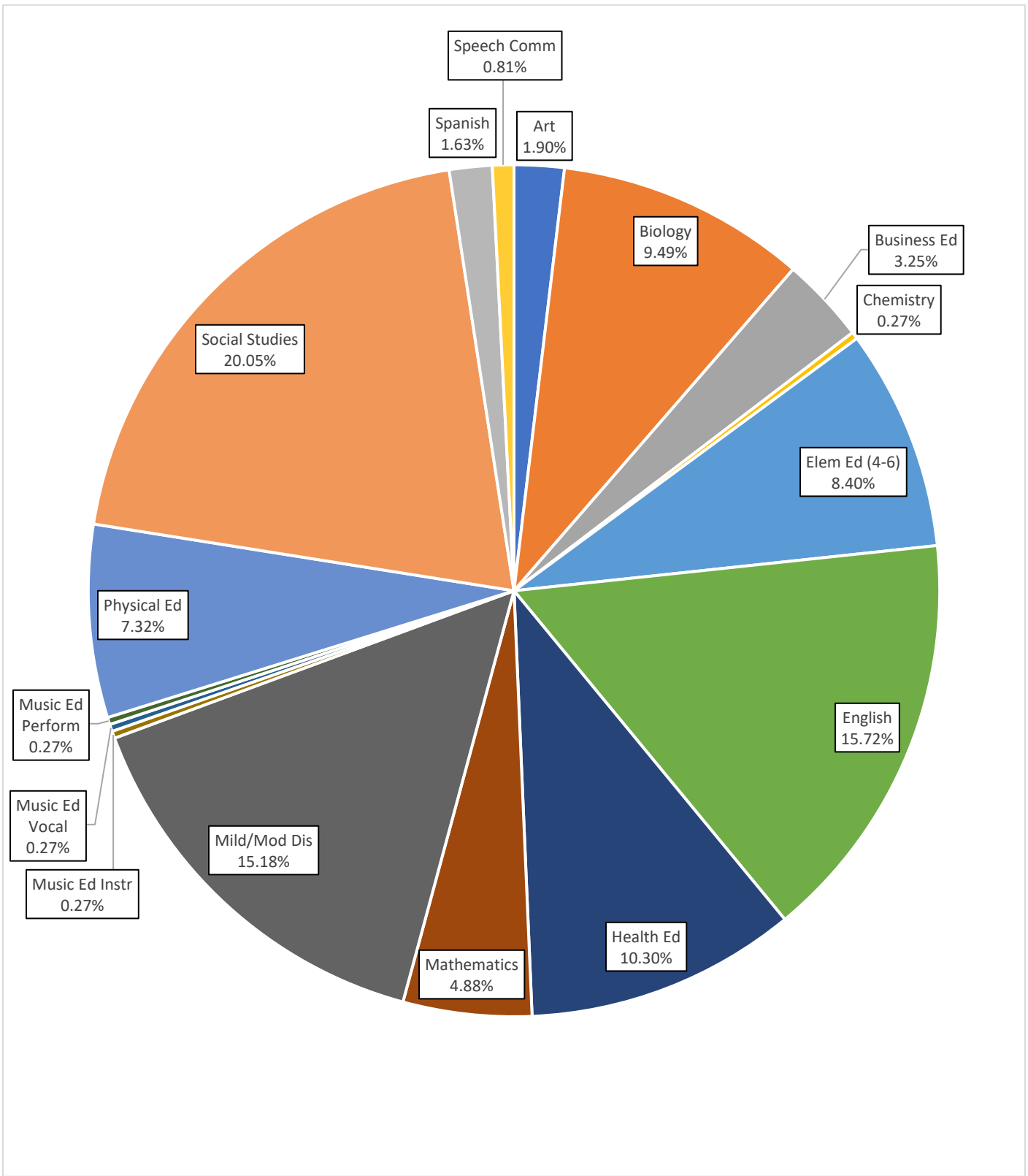


The following table shows the different areas of licensure for the completer candidates in the MAT program. The largest area of licensure was the Mild/Moderate Disability (K-12) program with 84 candidates.

Table 33
2020-2021 Completers by Area of Licensure

Area of Licensure	Total
Art K-12	7
Biology 7-12	35
Business Education 7-12	12
Chemistry 7-12	1
Elementary Education (4-6)	31
English 7-12	58
Health Education K-12	38
Mathematics 7-12	18
Mild/Moderate Disability K-12	56
Music Ed. Instrumental (K-12)	1
Music Ed. Vocal (K-12)	1
Music Education Performing K-12	1
Physical Education K-12	27
Social Studies 7-12	74
Spanish K-12	6
Speech Communication (7-12)	3
Total	369

Figure 36
 2020-2021 MAT Completers by Area of Licensure



SECTION V. 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 34
2020-2021 Admitted TMI Characteristics

Admitted Candidates	Count/Average
Admitted to TMI	479
Total Enrollment	Not Reported
Admittance GPA Average	3.24
Admittance ACT Average	23.88
Admittance SAT Average	1050.00
Admittance Praxis CORE Reading Average	180.25
Admittance Praxis CORE Writing Average	167.71
Admittance Praxis CORE Math Average	160.00

479
Admitted to
TMI

Admitted Candidate Data by Gender and Ethnicity

In 2020-2021, the number of admitted candidates totaled 479. 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 35
2020-2021 Admitted TMI Ethnicity / Gender Data

	Female	Male
Am Indian/AL Native	2	1
Asian/Pac Islander	2	0
Black	139	43
Hispanic	11	2
White	177	86
Multiple	7	0
No Race/Eth Reported	7	2
Total	345	134

Figure 34
2020-2021 Admitted TMI Gender Data

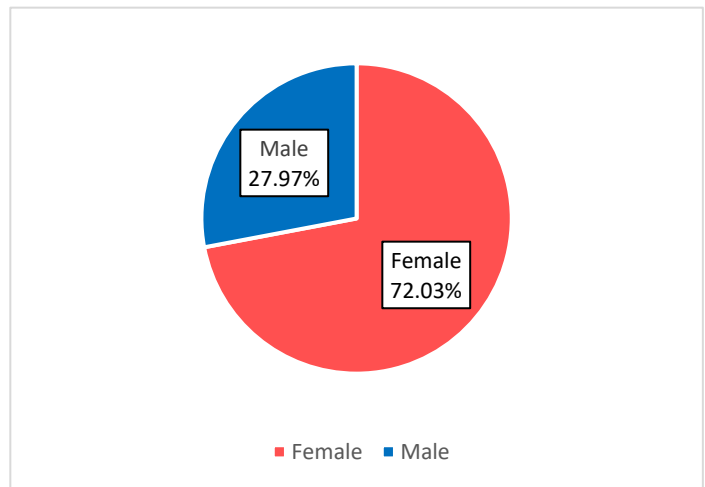
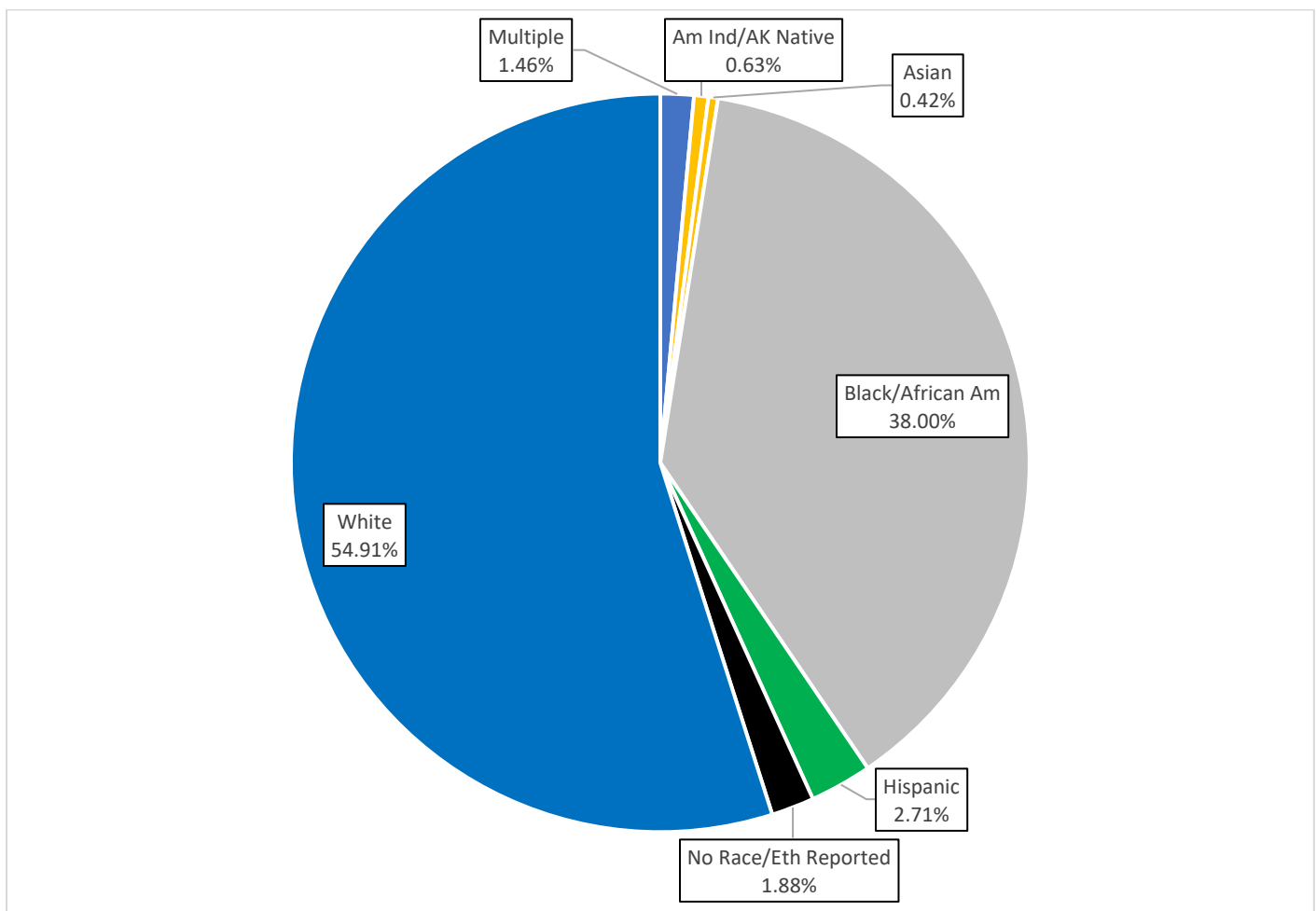


Figure 35
2020-2021 Admitted TMI Ethnicity Data



The following table shows the areas of licensure for the admitted candidates in the TMI program. The largest licensure area was the Social Studies (7-12) program with 162 candidates.

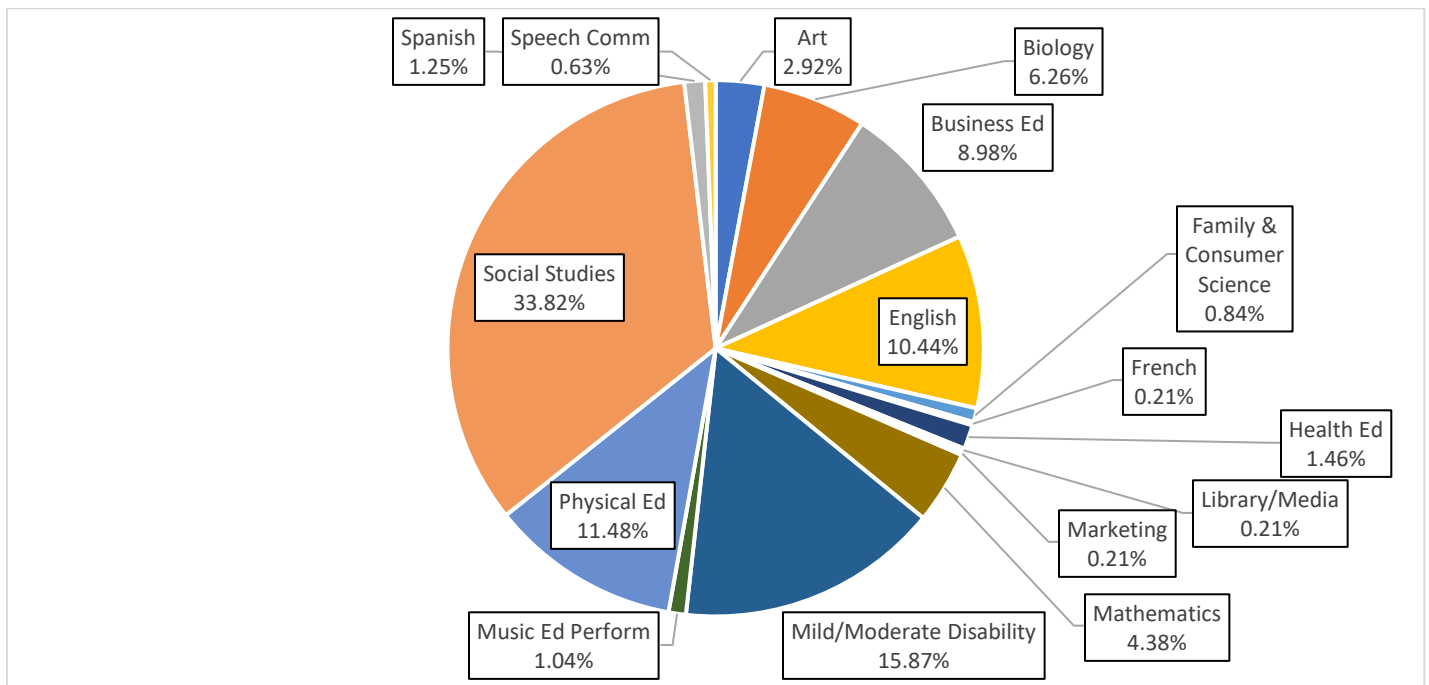
Table 36

2020-2021 Admitted Area of Licensure

Area of Licensure	Total
Art K-12	14
Biology 7-12	30
Business Education 7-12	43
English 7-12	50
Family & Consumer Science	4
French K-12	1
Health Education K-12	7
Library/Media K-12	1
Marketing 7-12	1
Mathematics 7-12	21
Mild/Moderate Disability K-12	76
Music Education Performing K-12	5
Physical Education K-12	55
Social Studies 7-12	162
Spanish K-12	6
Speech Communication 7-12	3
Total	479

Figure 36

2020-2021 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 2020-2021 academic year, the total number of TMI completers was 297.

Table 37
2020-2021 Completer TMI Characteristics

Completer Candidates	Total/Average
Completed TMI	298
Total Enrollment	Not Reported
Completer GPA Average (non-credit hour)	Pass
Praxis Content Knowledge Test Pass Rate	100%
TIAI Summative Evaluation Average	Not Reported
Professional Disposition Evaluation Average	Not Reported

298
TMI
Completers

Completer Candidate Data by Gender and Ethnicity

In 2020-2021, the number of completer candidates totaled 297. 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 38
2020-2021 Completer TMI Ethnicity / Gender Data

	Female	Male
Am Indian/AL Native	0	0
Asian/Pac Islander	3	2
Black	99	30
Hispanic	2	0
Multiple	2	0
White	95	58
Not Reported	5	2
Total	206	92

Figure 37
2020-2021 Completer TMI Gender Data

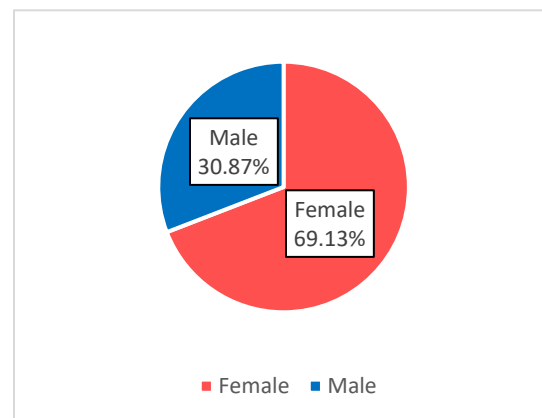
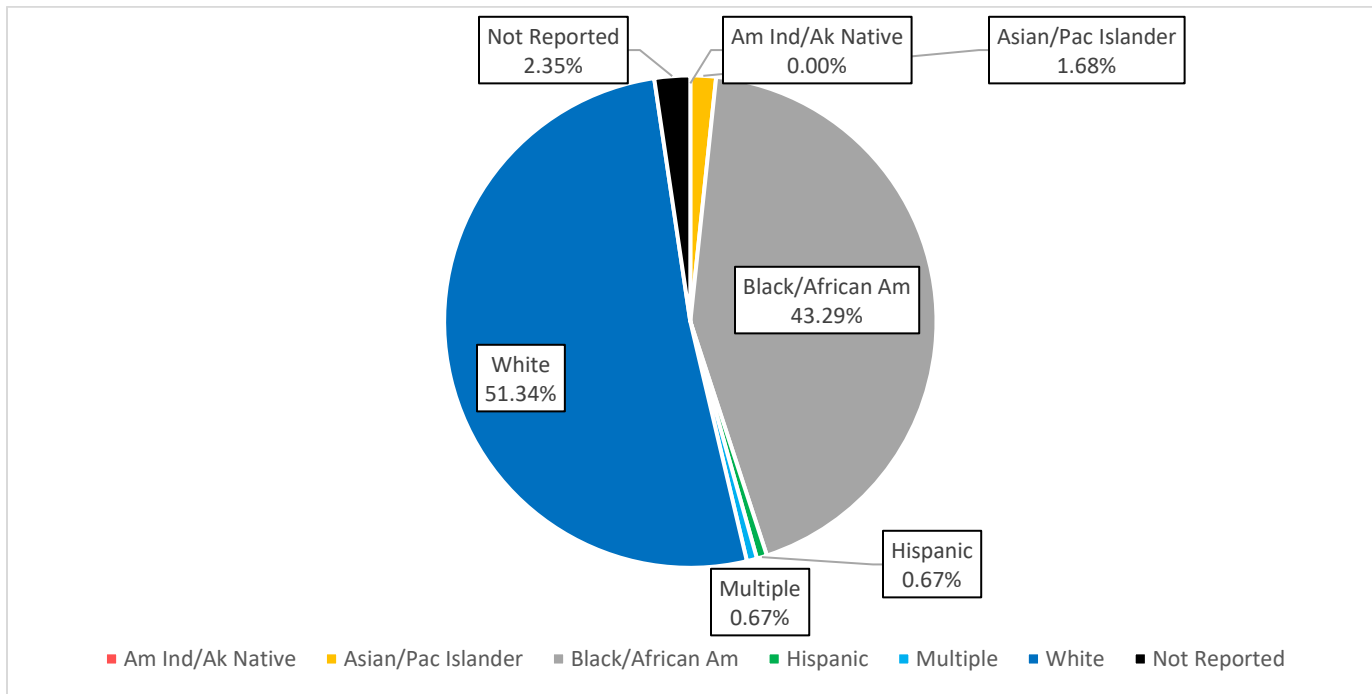


Figure 38

2020-2021 Completer TMI Ethnicity Data



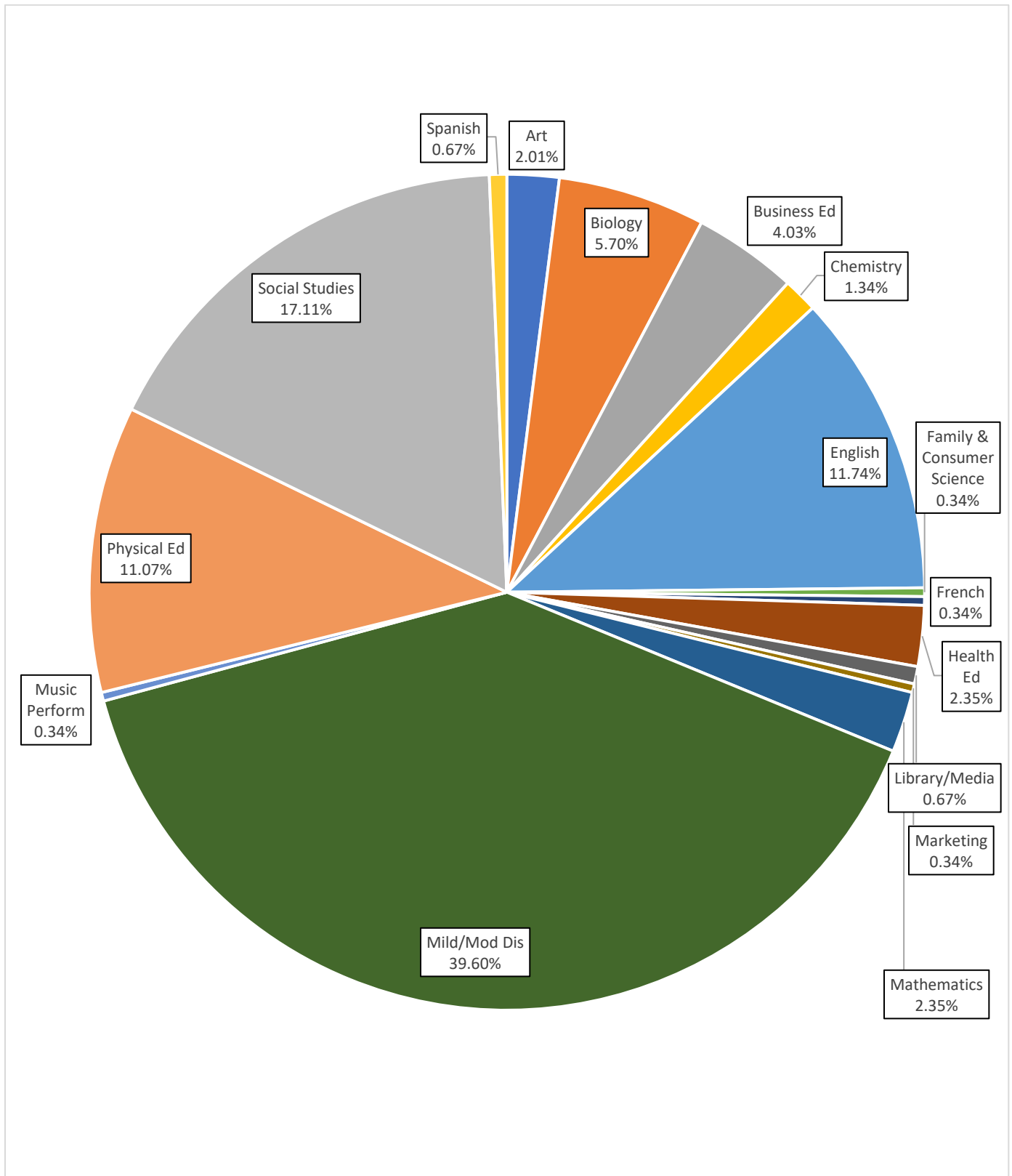
The following table shows the different areas of licensure for the completer candidates in the TMI program. The largest area of licensure was the Mild/Moderate Disability (K-12) program with 118 candidates.

Table 39

2020-2021 Completers by Area of Licensure

Area of Licensure	Total
Art K-12	6
Biology 7-12	17
Business Education 7-12	12
Chemistry 7-12	4
English 7-12	35
Family & Consumer Science 7-12	1
French K-12	1
Health Education K-12	7
Library/Media K-12	2
Marketing 7-12	1
Mathematics 7-12	7
Mild/Moderate Disability K-12	118
Music Education Performing K-12	1
Physical Education K-12	33
Social Studies 7-12	51
Spanish K-12	2
Total	298

Figure 39
2020-2021 Completers by Area of Licensure



SECTION VI. Five-Year Trend Data

The following three figures represent the past five years of trend data at the initial licensure level. Declines in the 2017-2018 academic year may be a result of a tornado that passed through the Hattiesburg and Petal areas and severely damaged the campus of William Carey University on January 21, 2017. In addition, legislative budget cuts markedly reduced state allocations to community colleges and universities in response to a stagnant economy and decreased revenue from taxation. Gains in admission during the 2019-2020 and 2020-2021 academic years are a result of COVID-19 and the test waivers.

Figure 40
Admit Five-Year Trend

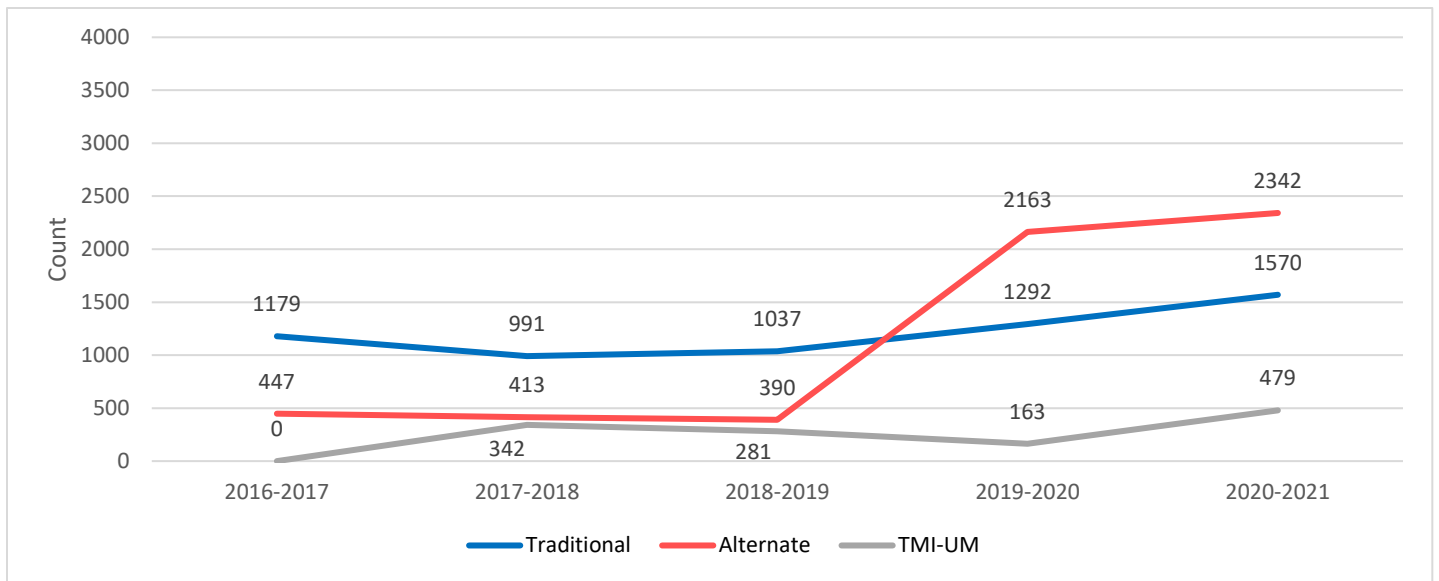
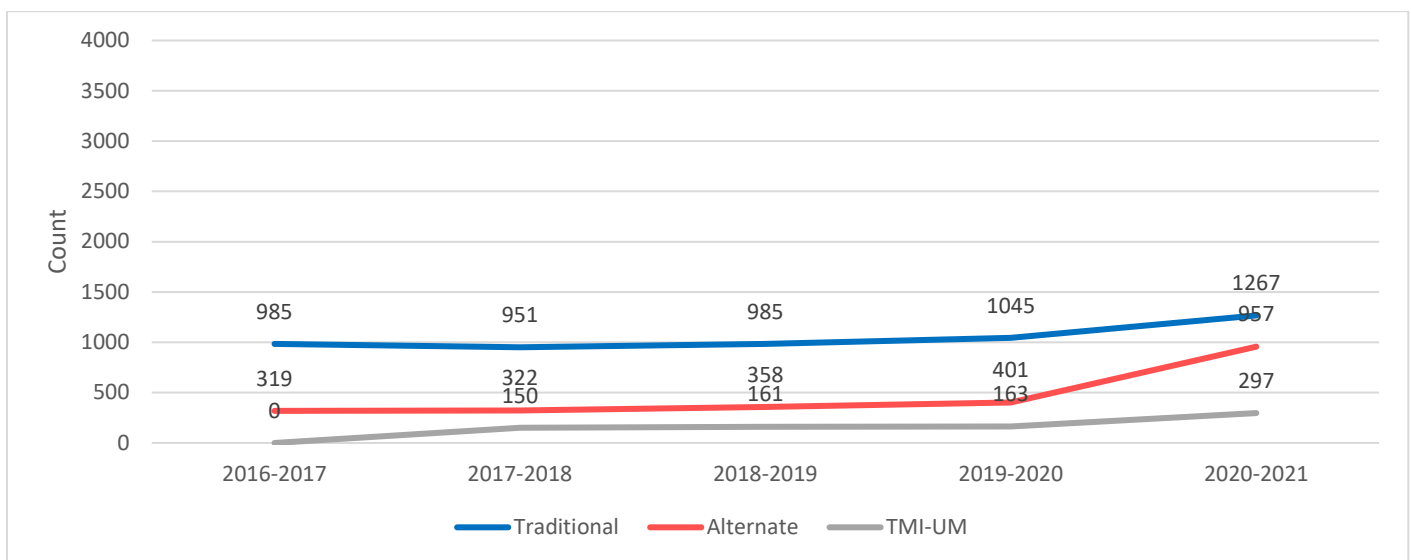


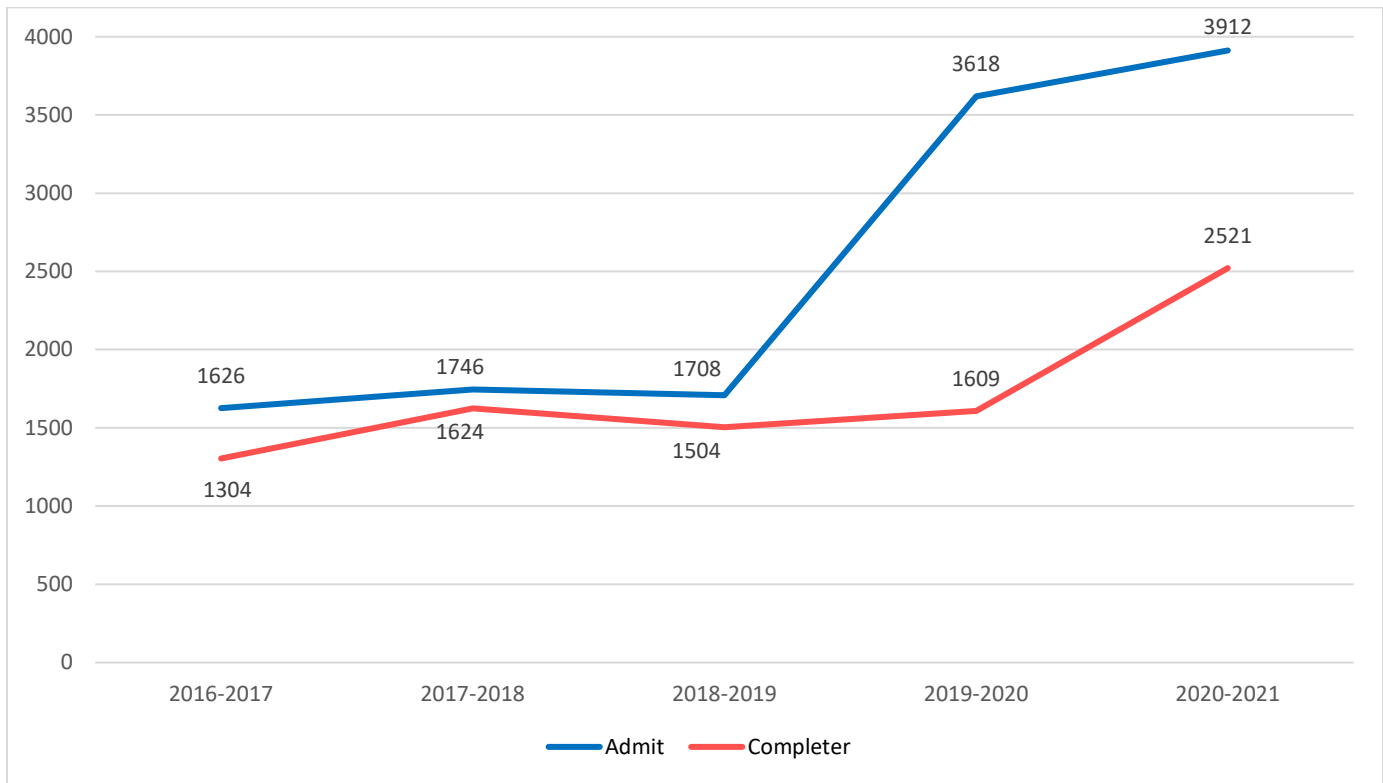
Figure 41
Completer Five-Year Trend



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

Figure 42

Admit/Completer Comparison



SECTION VII. Critical Shortage Areas

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

- Math
- Science
- Special Education
- World Language

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

A total of 611 candidates were admitted into programs that were designated as critical shortage areas, with 329 from public EPPs and 282 from private EPPs during 2020-2021.

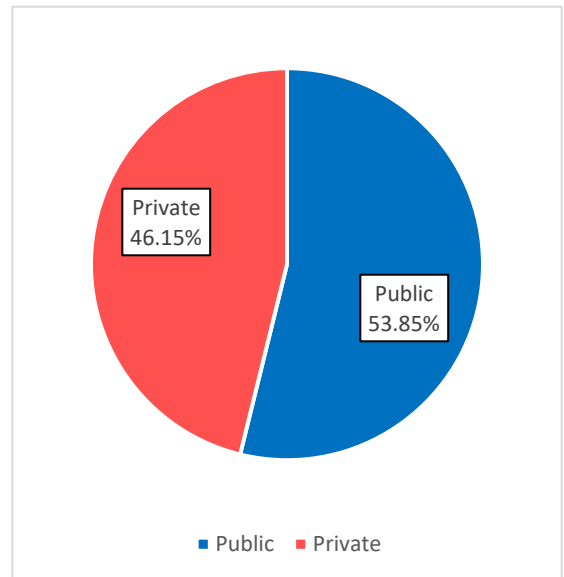
Admitted Candidates in Critical Shortage Subjects-Public v. Private

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 46.15% of admitted candidates were from private EPPs (n=282), while 53.85% were from public EPPs (n=329). Of the critical shortage subjects that were designated, Biology had the most admitted candidates (n=258).

Table 40
2020-2021 Admitted Critical Shortage

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	119	139	258
Chemistry (7-12)	10	5	15
Physics (7-12)	3	0	3
Mathematics			
Mathematics (7-12)	64	53	117
Special Education			
Mild/Moderate Disability (K-12)	122	72	184
World Languages			
French (K-12)	2	2	4
Spanish (K-12)	9	11	20
Total	329	282	611

Figure 43
2020-2021 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.

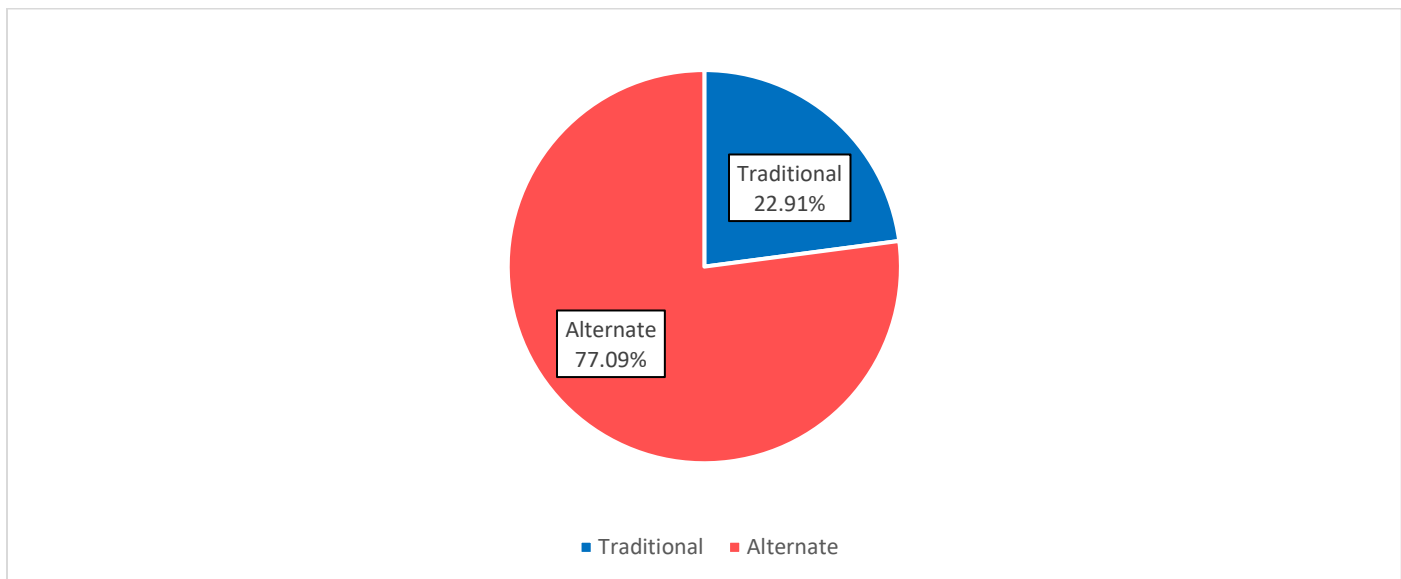
Table 41
2020-2021 Admitted Critical Shortage-Traditional v. Alternate Route

Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	29	229	258
Chemistry (7-12)	3	12	15
Physics (7-12)	2	1	3
Mathematics			
Mathematics (7-12)	39	78	117
Special Education			
Mild/Moderate Disability (K-12)	61	133	194
World Languages			
French (K-12)	0	4	4
Spanish (K-12)	6	14	20
Total	140	471	611

77%
**Alternate
Route
Preparation**

23%
**Traditional
Preparation**

Figure 44
2020-2021 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.

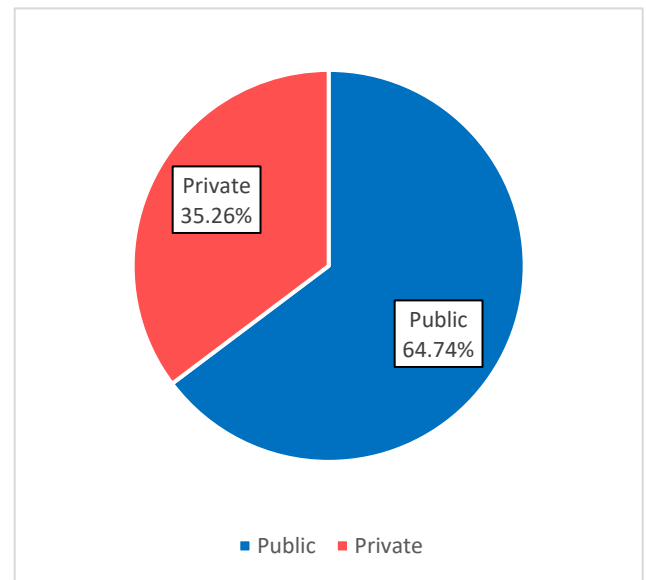
- Math
- Science
- Special Education
- World Language

A total of 380 candidates completed programs that were designated as critical shortage subject areas with 246 from public EPPs and 134 from private EPPs.

Table 42
2020-2021 Completer Critical Shortage-Private v. Public

Area of Licensure	Public	Private	Total
Science			
Biology (7-12)	71	52	123
Chemistry (7-12)	5	3	8
Physics (7-12)	0	0	0
Mathematics			
Mathematics (7-12)	53	22	75
Special Education			
Mild/Moderate Disability (K-12)	111	50	161
World Languages			
French (K-12)	0	1	1
Spanish (K-12)	6	6	12
Total	246	134	380

Figure 45
2020-2021 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 28.68% (n=109) of completer candidates were by a traditional program, while 71.32% (n=271) 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 (n=161).

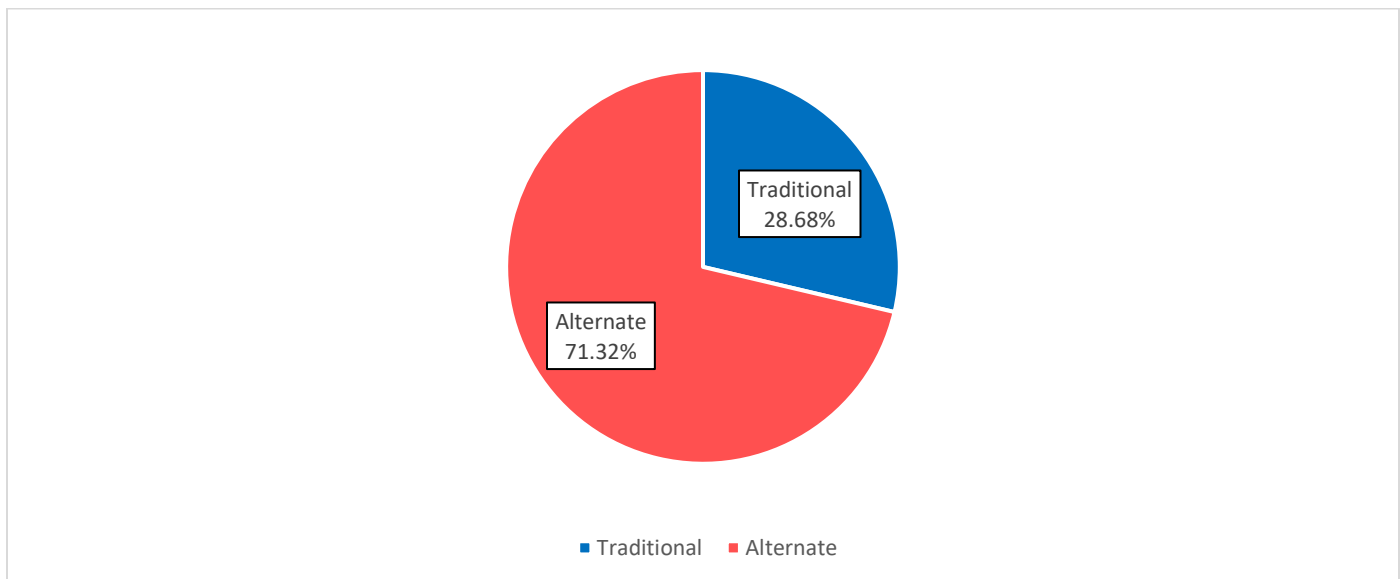
Table 43
2020-2021 Completer Critical Shortage-Traditional v. Alternate

Area of Licensure	Traditional	Alternate	Total
Science			
Biology (7-12)	24	99	123
Chemistry (7-12)	1	7	8
Physics (7-12)	0	0	0
Mathematics			
Mathematics (7-12)	33	42	75
Special Education			
Mild/Moderate Disability (K-12)	48	113	161
World Languages			
French (K-12)	0	1	1
Spanish (K-12)	3	9	12
Total	109	271	380

29%
**Traditional
Preparation**

71%
**Alternate
Route
Preparation**

Figure 46
2020-2021 Completer Critical Shortage-Traditional v. Alternate



SECTION VIII: Individual EPP Data



Table 44
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	34	125
Total Enrollment	67	138
Admitted by COVID Test Waiver	31	125
Admittance Core Hours Average	40.62	NA
Admittance GPA Average	3.37	3.64
Admittance ACT Average	25.50	NA
Admittance SAT Average	1220.00	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	21	17
Completer GPA Average	3.53	NR
Clinical Hrs. Completed (obv/pract) Average	67.86	NA
Student Teaching Hours Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	2.31	2.24
Impact on Student Learning (Summative) (0.00-3.00) Average	2.27	2.82
Disposition (Summative) (0.00-3.00) Average	2.50	2.47
Foundation of Reading Score (090) Average	NA	NA
Foundations of Reading Average Number of Attempts	NA	NA
Foundations of Reading COVID -19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	1.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	95.24%	100%
Praxis PLT Average Number of Attempts	NA	NA
Praxis PLT COVID-19 Waiver Percentage	100%	NA

Table 45
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	21	13	34
Alternate	105	20	125
Completers			
Traditional	19	2	21
Alternate	16	1	17

Table 46
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	32	0	0	2	0	34
Alternate	0	0	121	0	0	4	0	125
Completers								
Traditional	0	0	20	0	0	1	0	21
Alternate	0	0	15	0	0	2	0	17

Table 47
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	2	24	26
Business Education (7-12)	0	7	7
Chemistry (7-12)	0	2	2
Elementary Education (K-6)	16	0	16
English (7-12)	1	9	10
Health Education (K-12)	0	2	2
Mathematics (7-12)	0	6	6
Music Ed. Instrumental (K-12)	7	0	7
Music Ed. Vocal (K-12)	0	2	2
Physical Education (K-12)	6	16	22
Social Studies (7-12)	2	57	59
Completers			
Biology (7-12)	0	1	1
Elementary Education (K-6)	11	0	11
English (7-12)	2	3	5
Mathematics (7-12)	1	1	2
Music Ed. Vocal (K-12)	3	0	3
Physical Education (K-12)	2	3	5
Social Studies (7-12)	2	9	11

BELHAVEN UNIVERSITY

Table 48
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	3	704
Total Enrollment	10	1582
Admitted by COVID Test Waiver	■	694
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	3.08
Admittance ACT Average	■	23.30
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	168.50
Admittance Praxis CORE Writing Average	■	160.40
Admittance Praxis CORE Math Average	■	159.33
Completer Data		
Completed Teacher Education	5	257
Completer GPA Average	■	NR
Clinical Hrs. Completed (obv/pract) Average	■	NA
Student Teaching Hours Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	2.45
Impact on Student Learning (Summative) (0.00-3.00) Average	■	NR
Disposition (Summative) (0.00-3.00) Average	■	2.71
Foundation of Reading Score (090) Average	■	NA
Foundations of Reading Average Number of Attempts	■	NA
Foundations of Reading COVID-19 Waiver Percentage	■	100%
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	■	98.58%
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT COVID-19 Waiver Percentage	■	NA

Table 49
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	3	0	3
Alternate	570	134	704
Completers			
Traditional	5	0	5
Alternate	209	48	257

Table 50
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	0	0	0	3	0	3
Alternate	3	1	582	0	1	65	52	704
Completers								
Traditional	0	0	0	0	1	4	0	5
Alternate	1	0	219	0	0	25	12	257

Table 51
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	2	2
Biology (7-12)	0	71	71
Business Education (7-12)	0	50	50
Chemistry (7-12)	0	3	3
Computer Science (7-12)	0	1	1
Elementary Education (4-6)	0	20	20
Elementary Education (K-6)	3	0	3
English (7-12)	0	91	91
Family & Consumer Sci (7-12)	0	2	2
General Science (7-12)	0	1	1
Health Education (K-12)	0	6	6
Mathematics (7-12)	0	22	22
Music Ed. Instrumental (K-12)	0	2	2
Music Ed. Vocal (K-12)	0	2	2
Music Ed. Performing (K-12)	0	3	3
Physical Education (K-12)	0	65	65
Social Studies (7-12)	0	254	254
Spanish (K-12)	0	2	2
Speech Communication (7-12)	0	9	9
No License Identified	0	98	98

Area of Licensure	Traditional	Alternate	Total
Completers			
Art (K-12)	0	2	2
Biology (7-12)	0	31	31
Business Education (7-12)	0	12	12
Elementary Education (4-6)	0	20	20
Elementary Education (K-6)	4	0	4
English (7-12)	0	50	50
Health Education (K-12)	0	15	15
Mathematics (7-12)	0	9	9
Music Ed. Instrumental (K-12)	1	0	1
Music Ed. Performing (K-12)	0	1	1
Physical Education (K-12)	0	24	24
Social Studies (7-12)	0	90	90
Spanish (K-12)	0	3	3



Table 52
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	42	NA
Total Enrollment	201	NA
Admitted by COVID Test Waiver	18	NA
Admittance Core Hours Average	87.40	NA
Admittance GPA Average	3.40	NA
Admittance ACT Average	24.79	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	148.00	NA
Admittance Praxis CORE Writing Average	162.00	NA
Admittance Praxis CORE Math Average	140.00	NA
Completer Data		
Completed Teacher Education	63	NA
Completer GPA Average	3.41	NA
Clinical Hrs. Completed (obv/pract) Average	135.13	NA
Student Teaching Hours Average	585.87	NA
TIAI (Summative) (0.00-3.00) Average	2.61	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	2.03	NA
Disposition (Summative) (0.00-3.00) Average	2.83	NA
Foundation of Reading Score (090) Average	208.00	NA
Foundations of Reading Average Number of Attempts	1.00	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	1.29	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	90.48%	NA
Praxis PLT Average Number of Attempts	1.20	NA
Praxis PLT COVID-19 Waiver Percentage	93.65%	NA

Table 53
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	28	14	42
Alternate	NA	NA	NA
Completers			
Traditional	52	11	63
Alternate	NA	NA	NA

Table 54
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	5	2	0	35	0	42
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	7	1	1	53	1	63
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 55
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	3	NA	3
Elementary Education (K-3)	1	NA	1
Elementary Education (K-6)	18	NA	18
English (7-12)	6	NA	6
Mathematics (7-12)	2	NA	2
Music Ed. Vocal (K-12)	1	NA	1
Physical Education (K-12)	3	NA	3
Social Studies (7-12)	6	NA	6
Spanish (K-12)	2	NA	2
Completers			
Elementary Education (K-3)	1	NA	1
Elementary Education (K-6)	42	NA	42
English (7-12)	3	NA	3
Mathematics (7-12)	1	NA	1
Music Ed. Instrumental (K-12)	2	NA	2
Music Ed. Vocal (K-12)	2	NA	2
Physical Education (K-12)	4	NA	4
Social Studies (7-12)	7	NA	7
Spanish (K-12)	1	NA	1

Table 56
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	74	19
Total Enrollment	325	103
Admitted by COVID Test Waiver	15	16
Admittance Core Hours Average	39.85	NA
Admittance GPA Average	3.32	3.16
Admittance ACT Average	23.24	26.50
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	163.33	NA
Admittance Praxis CORE Writing Average	166.25	NA
Admittance Praxis CORE Math Average	142.57	NA
Completer Data		
Completed Teacher Education	102	42
Completer GPA Average	3.25	NR
Clinical Hrs. Completed (obv/pract) Average	288.17	NA
Student Teaching Hours Average	680.00	NA
TIAI (Summative) (0.00-3.00) Average	2.45	2.71
Impact on Student Learning (Summative) (0.00-3.00) Average	2.64	2.83
Disposition (Summative) (0.00-3.00) Average	2.86	2.71
Foundation of Reading Score (090) Average	245.60	262.00
Foundations of Reading Average Number of Attempts	1.00	1.00
Foundations of Reading COVID-19 Waiver Percentage	93.15%	0.00%
Praxis Content Knowledge Average Number of Attempts	1.16	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	81.37%	84.21%
Praxis PLT Average Number of Attempts	1.11	NA
Praxis PLT COVID-19 Waiver Percentage	81.37%	NA

Table 57
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	59	15	74
Alternate	14	5	19
Completers			
Traditional	81	21	102
Alternate	29	13	42

Table 58*2020-2021 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	8	0	0	65	0	74
Alternate	0	0	17	0	0	2	0	19
Completers								
Traditional	0	1	10	1	0	90	0	102
Alternate	0	0	31	1	0	10	0	42

Table 59*2020-2021 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	4	5
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	2	2
Elementary Education (K-6)	53	0	53
English (7-12)	2	2	4
Mathematics (7-12)	1	0	1
Music Ed. Instrumental (K-12)	3	0	3
Music Ed. Vocal (K-12)	1	0	1
Physical Education (K-12)	8	3	11
Social Studies (7-12)	5	7	12
Completers			
Art (K-12)	0	2	2
Biology (K-12)	1	8	9
Business Education (7-12)	0	3	3
Elementary Education (4-6)	0	4	4
Elementary Education (K-6)	73	0	73
English (7-12)	2	5	7
Mathematics (7-12)	0	3	3
Music Ed. Instrumental (K-12)	4	0	4
Music Ed. Vocal (K-12)	2	0	2
Physical Education (K-12)	14	7	21
Social Studies (7-12)	6	9	15
Spanish (K-12)	0	1	1



Table 60
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	83	350
Total Enrollment	182	786
Admitted by COVID Test Waiver	23	340
Admittance Core Hours Average	44.00	NA
Admittance GPA Average	3.22	3.52
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	137.25	NA
Admittance Praxis CORE Writing Average	133.00	NA
Admittance Praxis CORE Math Average	128.00	NA
Completer Data		
Completed Teacher Education	86	84
Completer GPA Average	3.25	NR
Clinical Hrs. Completed (obv/pract) Average	120.00	NA
Student Teaching Hours Average	480.00	NA
TIAI (Summative) (0.00-3.00) Average	2.14	2.17
Impact on Student Learning (Summative) (0.00-3.00) Average	NR	NR
Disposition (Summative) (0.00-3.00) Average	2.45	2.70
Foundation of Reading Score (090) Average	NA	NA
Foundations of Reading Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	100%
Praxis Content Knowledge Average Number of Attempts	NA	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	100%	98.00%
Praxis PLT Average Number of Attempts	NA	NA
Praxis PLT COVID-19 Waiver Percentage	100%	NA

Table 61
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	53	30	83
Alternate	294	56	350
Completers			
Traditional	65	21	86
Alternate	76	8	84

Table 62
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	83	0	0	0	0	83
Alternate	0	0	350	0	0	0	0	350
Completers								
Traditional	0	0	86	0	0	0	0	86
Alternate	0	0	84	0	0	0	0	84

Table 63
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	2	2
Biology (7-12)	0	15	15
Business Education (7-12)	0	19	19
Elementary Education (4-6)	0	6	6
Elementary Education (K-3)	15	0	15
Elementary Education (K-6)	36	0	36
English (7-12)	1	44	45
Family & Consumer Sci (7-12)	0	2	2
French (K-12)	0	2	2
Mathematics (7-12)	1	5	6
Mild/Mod Disability (K-12)	5	0	5
Music Ed. Instrumental (K-12)	11	1	12
Music Ed. Vocal (K-12)	2	1	3
Music Ed. Performing (K-12)	0	1	1
Physical Education (K-12)	11	19	30
Physics (7-12)	1	0	1
Social Studies (7-12)	0	231	231
Speech Communication (7-12)	0	1	1
Speech Lang/Clinician (K-12)	0	1	1

Completers

Agriculture (7-12)	0	1	1
Art (K-12)	0	1	1
Biology (7-12)	0	11	11
Business Education (7-12)	0	7	7
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	2	2
Elementary Education (K-3)	14	0	14
Elementary Education (K-6)	39	0	39
English (7-12)	2	16	18
General Science (7-12)	0	1	1
Health Education (K-12)	0	7	7
Hearing Disability (K-12)	0	1	1
Mathematics (7-12)	2	2	4
Mild/Mod Disability (K-12)	4	0	4
Music Ed. Instrumental (K-12)	20	0	20
Music Ed. Vocal (K-12)	1	0	1
Physical Education (K-12)	4	3	7
Social Studies (7-12)	0	30	30
Speech Communication (7-12)	0	1	1

MILLSAPS COLLEGE

Table 64
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	2	NA
Total Enrollment	3	NA
Admitted by COVID Test Waiver	1	NA
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	NA
Admittance ACT Average	■	NA
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	NA
Admittance Praxis CORE Writing Average	■	NA
Admittance Praxis CORE Math Average	■	NA
Completer Data		
Completed Teacher Education	3	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract) Average	■	NA
Student Teaching Hours Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	NA
Impact on Student Learning (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
Foundations of Reading COVID-19 Waiver Percentage	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	■	NA
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT COVID-19 Waiver Percentage	■	NA

Table 65
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	1	1	2
Alternate	NA	NA	NA
Completers			
Traditional	2	1	3
Alternate	NA	NA	NA

Table 66
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	1	1	0	0	0	2
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	1	0	0	2	0	3
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 67
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Business Education (7-12)	1	NA	1
Social Studies (7-12)	1	NA	1
Completers			
Biology (7-12)		NA	
Elementary Education (K-6)	1	NA	1
Social Studies (7-12)	2	NA	2



Table 68
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	84	40
Total Enrollment	253	41
Admitted by COVID Test Waiver	6	40
Admittance Core Hours Average	82.49	NA
Admittance GPA Average	3.48	3.78
Admittance ACT Average	22.00	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	66	17
Completer GPA Average	3.58	NR
Clinical Hrs. Completed (obv/pract) Average	140.18	NA
Student Teaching Hours Average	600.00	NA
TIAI (Summative) (0.00-3.00) Average	2.65	2.65
Impact on Student Learning (Summative) (0.00-3.00) Average	2.48	2.57
Disposition (Summative) (0.00-3.00) Average	2.82	2.79
Foundation of Reading Score (090) Average	247.91	252.00
Foundations of Reading Average Number of Attempts	1.00	1.00
Foundations of Reading COVID-19 Waiver Percentage	81.82%	66.67%
Praxis Content Knowledge Average Number of Attempts	2.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	98.48%	82.55%
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	98.48%	NA

Table 69
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	69	15	84
Alternate	26	14	40
Completers			
Traditional	56	10	66
Alternate	10	7	17

Table 70
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	7	0	1	75	0	84
Alternate	0	3	15	0	0	22	0	40
Completers								
Traditional	0	1	5	1	1	58	0	66
Alternate	0	1	6	0	0	10	0	17

Table 71
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	7	0	7
Biology (7-12)	3	6	9
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	3	3
Elementary Education (K-6)	47	0	47
English (7-12)	8	8	16
Mathematics (7-12)	2	0	2
Music Ed. Instrumental (K-12)	2	0	2
Music Ed. Vocal (K-12)	3	0	3
Physical Education (K-12)	7	3	10
Social Studies (7-12)	5	19	24
Completers			
Art (K-12)	3	1	4
Biology (7-12)	1	2	3
Elementary Education (4-6)	0	1	1
Elementary Education (K-6)	44	0	44
English (7-12)	7	6	13
Mathematics (7-12)	2	0	2
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)	4	6	10



Table 72
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	372	275
Total Enrollment	850	537
Admitted by COVID Test Waiver	71	224
Admittance Core Hours Average	45.00	NA
Admittance GPA Average	3.36	3.39
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	153.00	NA
Admittance Praxis CORE Writing Average	144.00	NA
Admittance Praxis CORE Math Average	146.50	NA
Completer Data		
Completed Teacher Education	281	202
Completer GPA Average	3.51	NR
Clinical Hrs. Completed (obv/pract) Average	155.34	NA
Student Teaching Hours Average	640.00	NA
TIAI (Summative) (0.00-3.00) Average	2.87	2.95
Impact on Student Learning (Summative) (0.00-3.00) Average	2.71	2.63
Disposition (Summative) (0.00-3.00) Average	2.97	2.81
Foundation of Reading Score (090) Average	246.94	NA
Foundations of Reading Average Number of Attempts	1.06	NA
Foundations of Reading COVID-19 Waiver Percentage	92.64%	NA
Praxis Content Knowledge Average Number of Attempts	1.09	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	86.48%	82.55%
Praxis PLT Average Number of Attempts	1.03	NA
Praxis PLT COVID-19 Waiver Percentage	88.26%	NA

Table 73
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	315	57	372
Alternate	206	69	275
Completers			
Traditional	236	45	281
Alternate	164	38	202

Table 74
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	1	0	49	4	5	311	2	372
Alternate	4	0	130	5	4	127	5	275
Completers								
Traditional	3	2	24	5	2	245	0	281
Alternate	2	0	107	4	3	84	2	202

Table 75
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	6	22	28
Business Education (7-12)	0	2	2
Chemistry (7-12)	1	2	3
Elementary Education (K-3)	23	0	23
Elementary Education (K-6)	222	0	222
English (7-12)	11	46	57
Mathematics (7-12)	15	9	24
Mild/Mod Disability (K-12)	29	61	90
Music Ed. Instrumental (K-12)	10	0	10
Music Ed. Vocal (K-12)	10	0	10
Physical Education (K-12)	25	28	53
Physics (7-12)	0	1	1
Social Studies (7-12)	20	103	123
Spanish (K-12)	0	1	1

Completers			
Art (K-12)	0	2	2
Biology (7-12)	10	11	21
Business Education (7-12)	0	1	1
Chemistry (7-12)	0	2	2
Elementary Education (K-3)	7	0	7
Elementary Education (K-6)	156	0	156
English (7-12)	21	27	48
Mathematics (7-12)	12	7	19
Mild/Mod Disability (K-12)	23	63	86
Music Ed. Instrumental (K-12)	12	0	12
Music Ed. Vocal (K-12)	8	0	8
Physical Education (K-12)	16	21	37
Social Studies (7-12)	16	66	82
Spanish (K-12)	0	2	2

Table 76
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	41	36
Total Enrollment	93	63
Admitted by COVID Test Waiver	7	32
Admittance Core Hours Average	111.88	NA
Admittance GPA Average	3.32	3.28
Admittance ACT Average	23.29	25.33
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	49	5
Completer GPA Average	3.37	■
Clinical Hrs. Completed (obv/pract) Average	146.53	■
Student Teaching Hours Average	480.00	■
TIAI (Summative) (0.00-3.00) Average	2.83	■
Impact on Student Learning (Summative) (0.00-3.00) Average	1.81	■
Disposition (Summative) (0.00-3.00) Average	2.95	■
Foundation of Reading Score (090) Average	247.00	■
Foundations of Reading Average Number of Attempts	1.00	■
Foundations of Reading COVID-19 Waiver Percentage	97.67%	■
Praxis Content Knowledge Average Number of Attempts	1.50	■
Praxis Content Knowledge COVID-19 Waiver Percentage	97.96%	■
Praxis PLT Average Number of Attempts	1.00	■
Praxis PLT COVID-19 Waiver Percentage	93.88%	■

Table 77
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	38	3	41
Alternate	29	7	36
Completers			
Traditional	46	3	49
Alternate	3	2	5

Table 78
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	10	0	1	30	0	41
Alternate	0	0	10	2	0	23	1	36
Completers								
Traditional	0	0	18	0	0	31	0	49
Alternate	0	0	1	0	0	4	0	5

Table 79
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	1	1
Biology (7-12)	0	5	5
Business Education (7-12)	0	1	1
Elementary Education (K-6)	36	0	36
English (7-12)	0	2	2
Health Education (K-12)	0	5	5
Marketing (7-12)	0	1	1
Mathematics (7-12)	1	2	3
Music Ed. Instrumental (K-12)	3	0	3
Physical Education (K-12)	0	2	2
Social Studies (7-12)	1	14	15
Spanish (K-12)	0	3	3
Completers			
Biology (7-12)	2	2	4
Elementary Education (K-6)	43	0	43
English (7-12)	2	0	2
Mathematics (7-12)	1	0	1
Music Ed. Instrumental (K-12)	1	0	1
Social Studies (7-12)	0	2	2
Speech Communication (7-12)	0	1	1



Table 80
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	18	129
Total Enrollment	127	130
Admitted by COVID Test Waiver	5	128
Admittance Core Hours Average	114.83	NA
Admittance GPA Average	3.30	3.18
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	24	90
Completer GPA Average	3.37	NR
Clinical Hrs. Completed (obv/pract) Average	114.17	NA
Student Teaching Hours Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	2.26	2.26
Impact on Student Learning (Summative) (0.00-3.00) Average	2.20	2.20
Disposition (Summative) (0.00-3.00) Average	2.59	2.40
Foundation of Reading Score (090) Average	NA	NA
Foundations of Reading Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	2.50	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	83.33%	99.22%
Praxis PLT Average Number of Attempts	1.50	NA
Praxis PLT COVID-19 Waiver Percentage	91.67	NA

Table 81
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	12	6	18
Alternate	102	27	129
Completers			
Traditional	17	7	24
Alternate	68	22	90

Table 82
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	18	0	0	0	0	18
Alternate	1	2	126	0	0	0	0	129
Completers								
Traditional	0	0	24	0	0	0	0	24
Alternate	0	1	89	0	0	0	0	90

Table 83
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	0	10	10
Elementary Education (K-6)	9	0	9
English (7-12)	1	17	18
Mathematics (7-12)	0	3	3
Music Ed. Instrumental (K-12)	0	2	2
Music Performing (K-12)	0	1	1
Physical Education (K-12)	8	28	36
Social Studies (7-12)	0	68	68
Completers			
Biology (7-12)	2	8	10
Elementary Education (K-6)	15	0	15
English (7-12)	0	8	8
Mathematics (7-12)	0	6	6
Music Ed. Instrumental (K-12)	1	3	4
Physical Education (K-12)	6	22	28
Social Studies (K-12)	0	43	43



Table 84
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	0	NA
Total Enrollment	NR	NA
Admitted by COVID Test Waiver	■	NA
Admittance Core Hours Average	■	NA
Admittance GPA Average	■	NA
Admittance ACT Average	■	NA
Admittance SAT Average	■	NA
Admittance Praxis CORE Reading Average	■	NA
Admittance Praxis CORE Writing Average	■	NA
Admittance Praxis CORE Math Average	■	NA
Completer Data		
Completed Teacher Education	0	NA
Completer GPA Average	■	NA
Clinical Hrs. Completed (obv/pract) Average	■	NA
Student Teaching Hours Average	■	NA
TIAI (Summative) (0.00-3.00) Average	■	NA
Impact on Student Learning (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
Foundations of Reading COVID-19 Waiver Percentage	■	NA
Praxis Content Knowledge Average Number of Attempts	■	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	■	NA
Praxis PLT Average Number of Attempts	■	NA
Praxis PLT COVID-19 Waiver Percentage	■	NA

Table 85
2020-2021 Gender

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

Table 86
2020-2021 Race/Ethnicity

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

Table 87
2020-2021 Area of Licensure

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

Table 88
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	11	NA
Total Enrollment	11	NA
Admitted by COVID Test Waiver	1	NA
Admittance Core Hours Average	137.36	NA
Admittance GPA Average	3.52	NA
Admittance ACT Average	NA	NA
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	NA
Admittance Praxis CORE Writing Average	NA	NA
Admittance Praxis CORE Math Average	NA	NA
Completer Data		
Completed Teacher Education	11	NA
Completer GPA Average	3.55	NA
Clinical Hrs. Completed (obv/pract) Average	120.00	NA
Student Teaching Hours Average	600.00	NA
TIAI (Summative) (0.00-3.00) Average	2.08	NA
Impact on Student Learning (Summative) (0.00-3.00) Average	NR	NA
Disposition (Summative) (0.00-3.00) Average	2.64	NA
Foundation of Reading Score (090) Average	NA	NA
Foundations of Reading Average Number of Attempts	NA	NA
Foundations of Reading COVID-19 Waiver Percentage	100%	NA
Praxis Content Knowledge Average Number of Attempts	2.00	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	90.91%	NA
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	81.82%	NA

Table 89
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	9	2	11
Alternate	NA	NA	NA
Completers			
Traditional	9	2	11
Alternate	NA	NA	NA

Table 90
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	0	11	0	0	0	0	11
Alternate	NA	NA	NA	NA	NA	NA	NA	NA
Completers								
Traditional	0	0	11	0	0	0	0	11
Alternate	NA	NA	NA	NA	NA	NA	NA	NA

Table 91
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	1	NA	1
Elementary Education (K-6)	10	NA	10
Completers			
Biology (7-12)	1	0	1
Elementary Education (K-6)	10	0	10

Table 92
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	238	44
Total Enrollment	442	78
Admitted by COVID Test Waiver	35	37
Admittance Core Hours Average	45.68	NA
Admittance GPA Average	3.40	3.37
Admittance ACT Average	26.16	NA
Admittance SAT Average	1148.00	NA
Admittance Praxis CORE Reading Average	154.00	166.00
Admittance Praxis CORE Writing Average	140.00	152.00
Admittance Praxis CORE Math Average	140.00	138.00
Completer Data		
Completed Teacher Education	217	34
Completer GPA Average	3.57	NR
Clinical Hrs. Completed (obv/pract) Average	247.75	NA
Student Teaching Hours Average	560.00	NA
TIAI (Summative) (0.00-3.00) Average	2.34	2.38
Impact on Student Learning (Summative) (0.00-3.00) Average	2.44	2.36
Disposition (Summative) (0.00-3.00) Average	2.76	2.62
Foundation of Reading Score (090) Average	254.00	NA
Foundations of Reading Average Number of Attempts	1.00	NA
Foundations of Reading COVID-19 Waiver Percentage	99.32%	NA
Praxis Content Knowledge Average Number of Attempts	1.11	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	96.77%	78.38
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	98.16	NA

Table 93
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	197	41	238
Alternate	30	14	44
Completers			
Traditional	192	25	217
Alternate	20	14	34

Table 94*2020-2021 Race/Ethnicity*

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	2	26	11	3	195	1	238
Alternate	0	0	15	1	1	27	0	44
Completers								
Traditional	0	0	20	5	2	189	1	217
Alternate	0	1	5	3	0	25	0	34

Table 95*2020-2021 Area of Licensure*

Area of Licensure	Traditional	Alternate	Total
Admits			
Biology (7-12)	7	7	14
Chemistry (7-12)	2	1	3
Elementary Education (K-6)	160	0	160
English (7-12)	22	17	39
Health Education (K-12)	2	0	2
Mathematics (7-12)	8	4	12
Mild/Mod Disability (K-12)	9	0	9
Music Ed. Vocal (K-12)	13	0	13
Physics (7-12)	0	1	1
Social Studies (7-12)	14	15	29
Completers			
Biology (7-12)	2	5	7
Elementary Education (K-6)	146	0	146
English (7-12)	22	17	39
Mathematics (7-12)	11	4	15
Mild/Mod Disability (K-12)	12	0	12
Music Ed. Instrumental (K-12)	9	0	9
Music Ed. Vocal (K-12)	4	0	4
Social Studies (7-12)	11	8	19



Table 96
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	457	37
Total Enrollment	902	75
Admitted by COVID Test Waiver	98	29
Admittance Core Hours Average	80.40	NA
Admittance GPA Average	3.24	3.47
Admittance ACT Average	23.81	NA
Admittance SAT Average	1160.00	NA
Admittance Praxis CORE Reading Average	163.45	186.00
Admittance Praxis CORE Writing Average	163.09	170.00
Admittance Praxis CORE Math Average	149.27	134.00
Completer Data		
Completed Teacher Education	235	15
Completer GPA Average	3.52	NR
Clinical Hrs. Completed (obv/pract) Average	244.04	NA
Student Teaching Hours Average	520.00	NA
TIAI (Summative) (0.00-3.00) Average	2.66	2.56
Impact on Student Learning (Summative) (0.00-3.00) Average	NR	NR
Disposition (Summative) (0.00-3.00) Average	2.89	2.78
Foundation of Reading Score (090) Average	236.44	NA
Foundations of Reading Average Number of Attempts	1.13	NA
Foundations of Reading COVID-19 Waiver Percentage	87.60%	NA
Praxis Content Knowledge Average Number of Attempts	1.07	NA
Praxis Content Knowledge COVID-19 Waiver Percentage	96.17%	78.38%
Praxis PLT Average Number of Attempts	1.00	NA
Praxis PLT COVID-19 Waiver Percentage	96.60%	NA

Table 97
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	365	92	457
Alternate	24	13	37
Completers			
Traditional	179	56	235
Alternate	11	4	15

Table 98
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	0	1	73	10	11	360	2	457
Alternate	0	0	6	0	2	23	6	37
Completers								
Traditional	0	1	24	8	8	194	0	235
Alternate	0	0	1	1	0	11	2	15

Table 99
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	1	1
Biology (7-12)	6	10	16
Business Education (7-12)	0	1	1
Chemistry (7-12)	0	1	1
Dancing (K-12)	7	0	7
Elementary Education (K-6)	298	0	298
English (7-12)	22	7	29
Mathematics (7-12)	7	2	9
Mild/Mod Disability (K-12)	18	0	18
Music Ed. Instrumental (K-12)	24	0	24
Music Ed. Vocal (K-12)	8	0	8
Physical Education (K-12)	32	4	36
Social Studies (7-12)	31	10	41
Spanish (K-12)	4	1	5

Completers			
Art (K-12)	0	2	2
Biology (7-12)	5	4	9
Chemistry (7-12)	1	1	2
Dancing (K-12)	4	0	4
Elementary Education (K-6)	129	0	129
English (7-12)	14	3	17
Mathematics (7-12)	3	0	3
Mild/Mod Disability (K-12)	9	0	9
Music Ed. Instrumental (K-12)	25	0	25
Music Ed. Vocal (K-12)	10	0	10
Physical Education (K-12)	20	2	22
Social Studies (7-12)	13	2	15
Spanish (K-12)	2	1	3



Table 100
2020-2021 Comparison of Preparation

	Traditional	Alternate
Admittance Data		
Admitted into Traditional Teacher Education	111	583
Total Enrollment	205	771
Admitted by COVID Test Waiver	35	461
Admittance Core Hours Average	91.17	NA
Admittance GPA Average	3.25	3.27
Admittance ACT Average	23.68	23.96
Admittance SAT Average	NA	NA
Admittance Praxis CORE Reading Average	NA	177.90
Admittance Praxis CORE Writing Average	NA	164.38
Admittance Praxis CORE Math Average	NA	154.28
Completer Data		
Completed Teacher Education	104	194
Completer GPA Average	3.43	NR
Clinical Hrs. Completed (obv/pract) Average	345.72	NA
Student Teaching Hours Average	515.90	NA
TIAI (Summative) (0.00-3.00) Average	2.81	2.56
Impact on Student Learning (Summative) (0.00-3.00) Average	2.45	NR
Disposition (Summative) (0.00-3.00) Average	2.96	2.78
Foundation of Reading Score (090) Average	254.00	254.25
Foundations of Reading Average Number of Attempts	1.00	1.00
	98.85%	83.33%
Praxis Content Knowledge Average Number of Attempts	1.25	NA
	98.08%	79.07%
Praxis PLT Average Number of Attempts	1.40	NA
	96.15%	NA

Table 101
2020-2021 Gender

	Female	Male	Total
Admits			
Traditional	102	9	111
Alternate	432	151	583
Completers			
Traditional	94	10	104
Alternate	146	48	194

Table 102
2020-2021 Race/Ethnicity

	Am Indian/ Alaska Native	Asian/ Pacific	Black	Hispanic	Multiple	White	Not Reported	Total
Admits								
Traditional	2	0	19	2	1	84	3	111
Alternate	3	3	300	10	12	254	1	583
Completers								
Traditional	0	0	13	2	0	88	1	104
Alternate	1	1	85	4	5	98	0	194

Table 103
2020-2021 Area of Licensure

Area of Licensure	Traditional	Alternate	Total
Admits			
Art (K-12)	0	13	13
Biology (7-12)	0	55	55
Business Education (7-12)	0	31	31
Chemistry (7-12)	0	1	1
Elementary Education (4-6)	0	24	24
Elementary Education (K-6)	95	0	95
English (7-12)	2	86	88
French (K-12)	0	2	2
Health Education (K-12)	0	5	5
Mathematics (7-12)	2	25	27
Mild/Mod Disability (K-12)	0	72	72
Music Ed. Instrumental (K-12)	7	5	12
Music Ed. Vocal (K-12)	5	2	7
Music Ed. Performing (K-12)	0	1	1
Physical Education (K-12)	0	47	47
Social Studies (7-12)	0	207	207
Spanish (K-12)	0	7	7

Completers			
Art (K-12)	0	1	1
Biology (7-12)	1	16	17
Business Education (7-12)	0	5	5
Chemistry (7-12)	0	3	3
Elementary Education (4-6)	0	21	21
Elementary Education (K-6)	87	0	87
English (7-12)	6	28	34
French (K-12)	0	1	1
Health Education (K-12)	0	3	3
Mathematics (7-12)	0	10	10
Mild/Mod Disability (K-12)	7	50	50
Music Ed. Instrumental (K-12)	7	1	8
Music Ed. Vocal (K-12)	3	0	3
Physical Education (K-12)	0	22	22
Social Studies (7-12)	0	30	30
Spanish (K-12)	0	2	2
Speech Communication (7-12)	0	1	1

SECTION IX: Educational Leadership Program Data

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

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

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

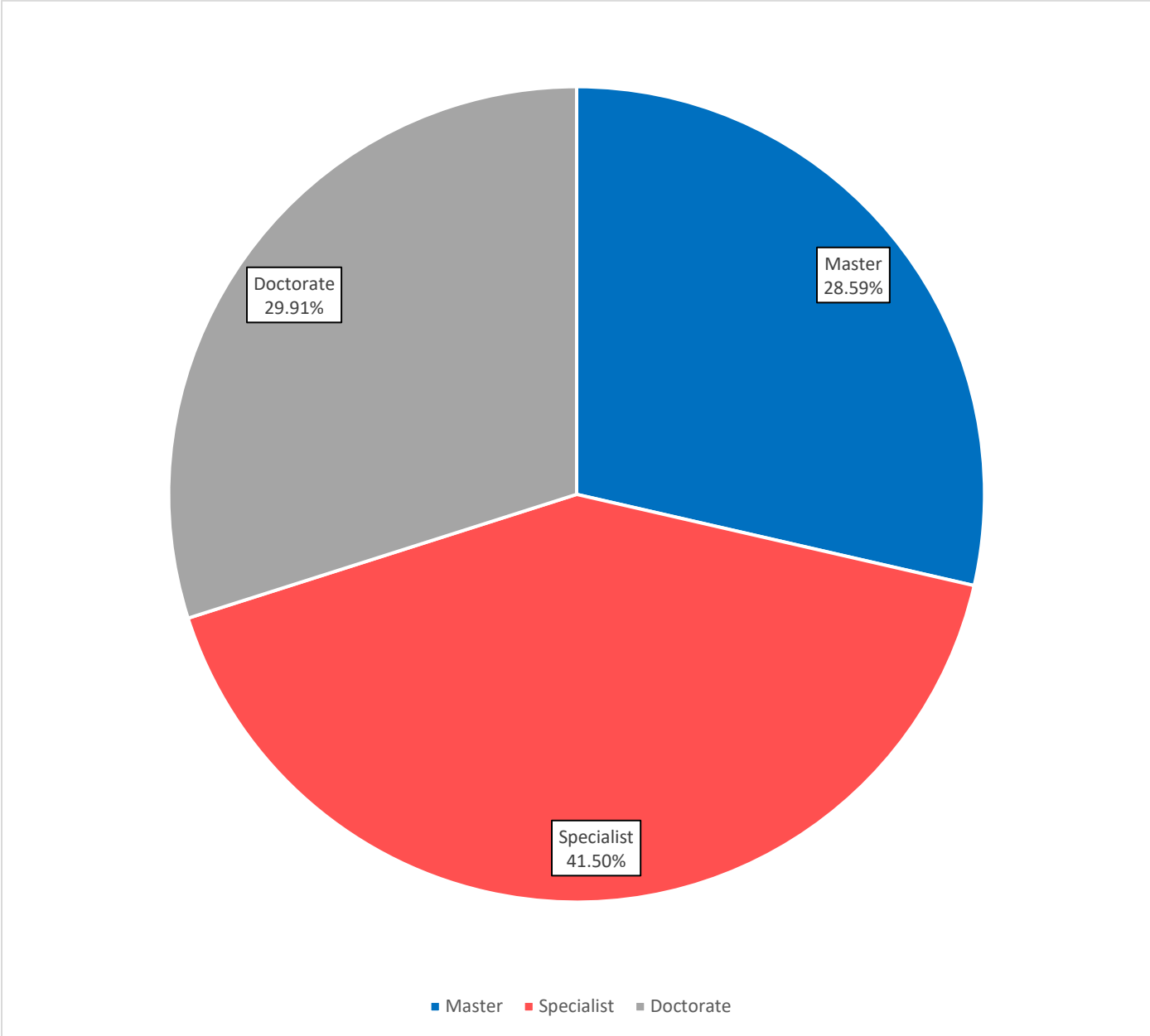
Table 104*2020-2021 Admitted Leadership Candidates by EPP*

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Total number of Administrator admitted										
Masters	32	21	8	72	16	0	22	11	13	195
Specialists	31	42	8	56	13	0	51	17	65	283
Doctoral	0	0	13	7	0	0	0	98	86	204
Average Administrator admit GPAs										
Masters	3.46	3.31	2.98	3.28	3.29	NA	3.34	3.46	3.31	3.32
Specialists	3.51	3.71	3.60	3.66	3.70	NA	3.66	3.75	3.75	3.68
Doctoral	NA	NA	3.63	3.94	NA	NA	NA	3.75	3.93	3.82
Average number of years teaching										
Masters	9.52	7.79	6.63	7.25	9.00	NA	8.24	5.36	6.98	7.70
Specialists	8.50	9.23	8.88	5.48	10.29	NA	10.83	8.82	8.24	8.25
Doctoral	NA	NA	14.85	16.71	NA	NA	NA	11.78	13.12	12.68

682

**Admitted Candidates into
Leadership Programs**

Figure 47
2020-2021 Leadership Admitted Candidates



Admitted Leadership by Gender

In 2020-2021, the nine EPP leadership programs admitted a total of 682 candidates. Females represented 74.00% (n=506) of admitted candidates and male candidates represented 26.00% (n=176).

Table 105

2020-2021 Admitted Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	11	11	8	37	5	0	16	49	39	176
Female	52	52	21	98	24	0	57	77	125	506
Total	63	63	29	135	29	0	73	126	164	682

Figure 48

2020-2021 Admitted Leadership Program Candidates by Gender

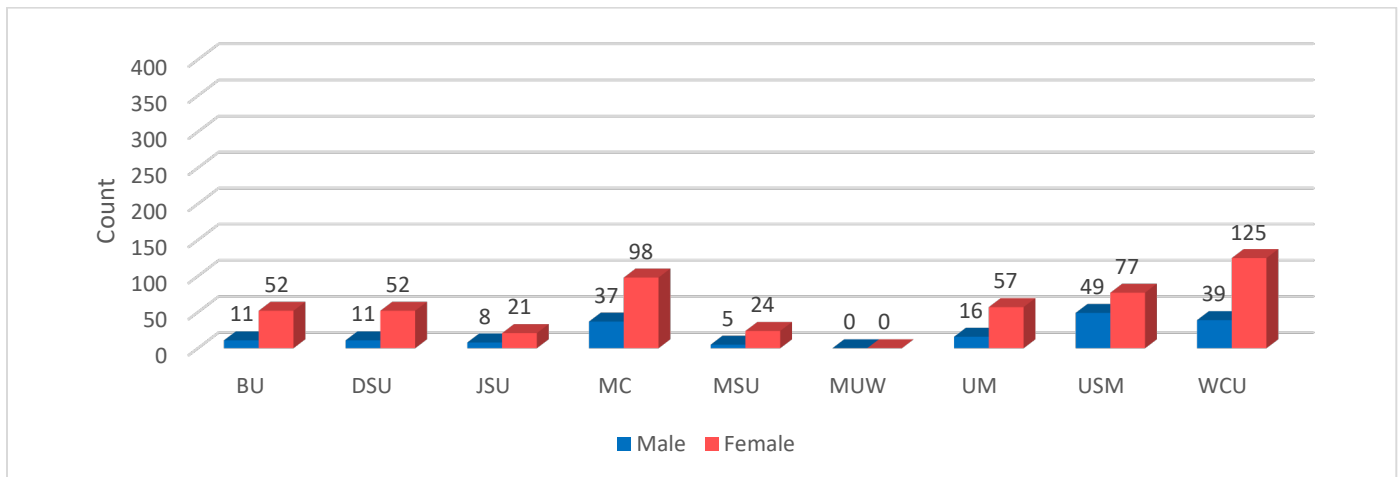
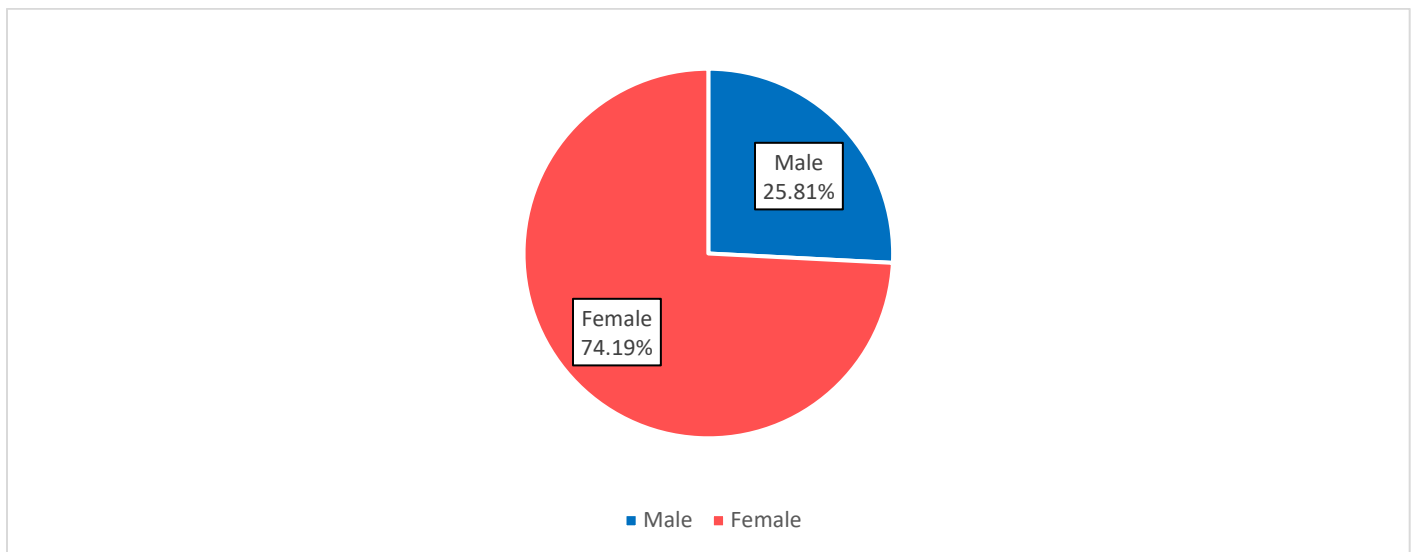


Figure 49

2020-2021 Admitted Leadership Program Candidates by Gender



Admitted Leadership Program Candidates by Ethnicity

In 2020-2021, the nine EPP leadership programs admitted a total of 682 candidates. The following data show the ethnicity of all admitted candidates.

Table 106
2020-2021 Admitted Leadership Program Candidates by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	1	1	1	0	1	0	0	4
Asian/Pacific	1	0	0	1	0	0	0	5	1	8
Black	45	31	26	59	11	0	32	57	61	322
Hispanic	0	0	0	0	0	0	0	2	0	2
Multiple	0	0	0	0	1	0	1	0	1	3
White	11	32	2	73	16	0	37	52	101	324
Unknown	6	0	0	1	0	0	2	10	0	19
Total	63	63	29	135	29	0	73	126	164	682

Figure 50
2020-2021 Admitted Leadership Program Candidates by Ethnicity

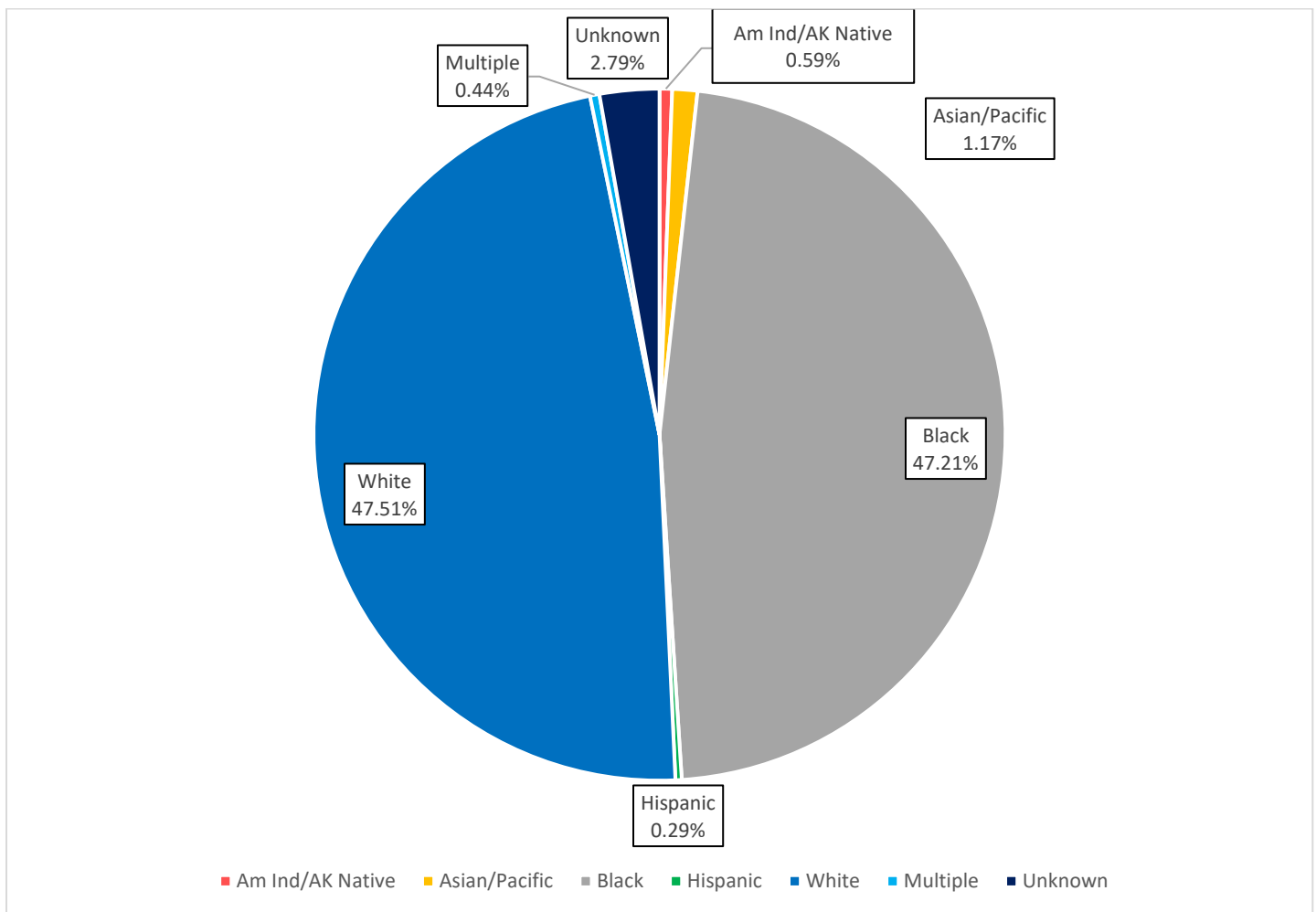


Table 107
 2020-2021 Completer Leadership Program Candidates by EPP

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Total number of Administrator completers										
Masters	10	18	7	45	15	4	16	8	28	151
Specialists	21	35	6	41	16	0	30	6	91	246
Doctoral	0	0	8	12	0	0	0	24	33	77
Average of Administrator completer GPAs										
Masters	3.55	3.86	3.84	3.85	3.90	■	3.88	3.97	3.88	3.86
Specialists	3.64	3.86	3.82	3.84	3.92	NA	3.77	3.87	3.91	3.85
Doctoral	NA	NA	3.81	3.86	NA	NA	NA	3.91	3.92	3.90
Average internship clock hours completed										
Masters	320.00	375.00	400.00	510.00	300.00	■	700.00	510.00	400.00	453.51
Specialists	320.00	375.00	400.00	300.00	300.00	NA	640.00	125.00	401.10	389.41
Doctoral	NA	NA	400.00	NR	NA	NA	NA	125.00	NR	193.75
Average credit hours earned										
Masters	33.00	30.17	33.00	37.71	34.53	■	30.00	34.00	33.43	34.05
Specialists	33.00	30.51	34.00	41.00	39.81	NA	30.00	45.33	34.08	34.78
Doctoral	NA	NA	82.00	48.75	NA	NA	NA	59.29	38.76	51.21
Average number of times attempted SLLA										
Masters	NA	NA	1.00	1.00	1.00	■	1.00	NA	1.00	1.00
Specialists	1.00	1.00	NA	1.00	NA	NA	1.11	NA	1.00	1.05
Doctoral	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Count of SLLA COVID-19 Test Waivers										
Masters	10	17	6	44	14	4	11	8	26	141
Specialists	21	32	6	37	16	NA	21	6	88	226
Doctoral	NA	NA	8	6	NA	NA	NA	21	33	68

NA = Not Applicable

NR = Not Reported

474

Leadership Completers

Table 108*2020-2021 Completer Leadership Program Common Assessments by EPP*

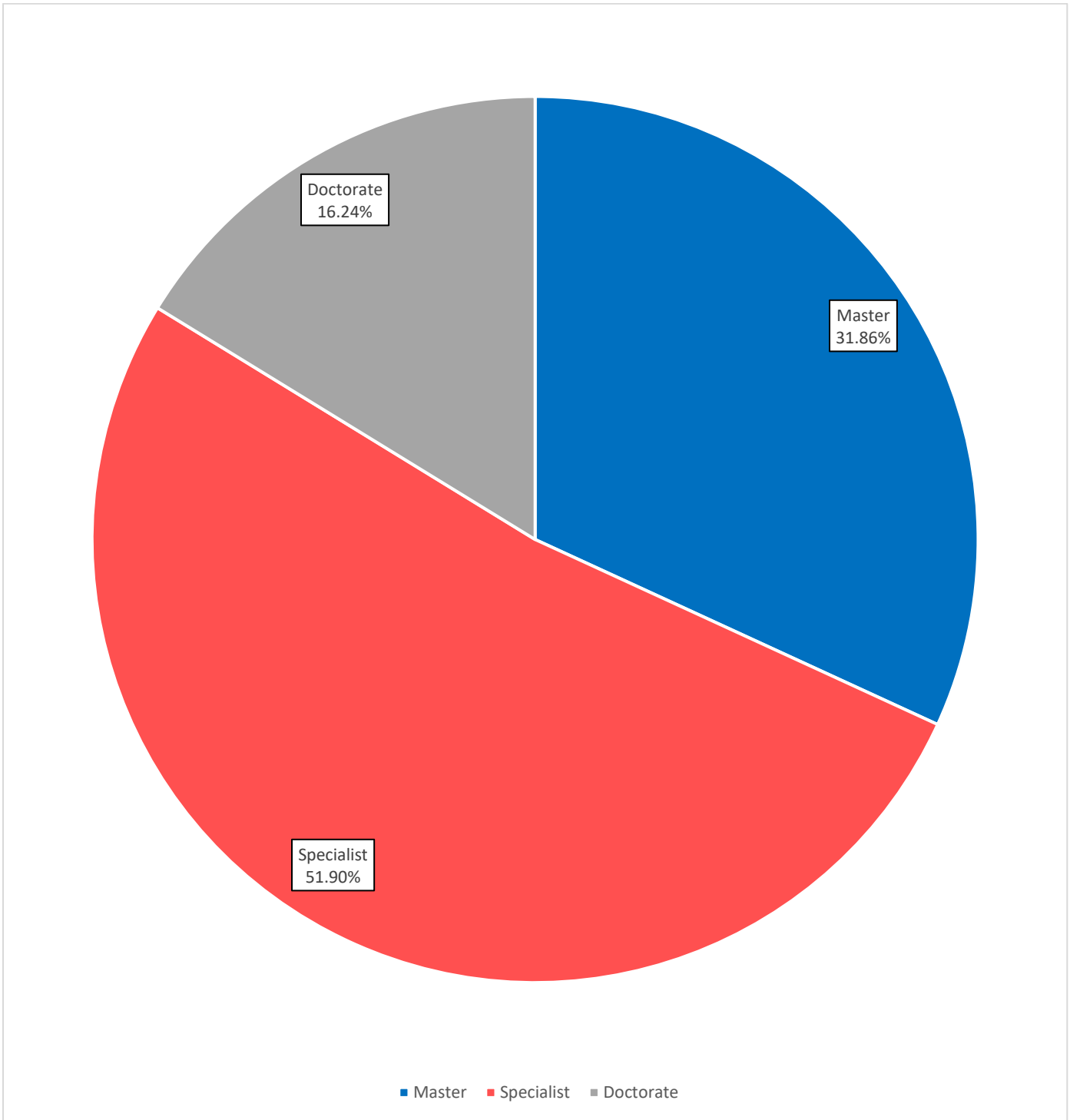
There are five common assessments given to Master’s and Specialist’s candidates in the Educational Leadership programs: four assignment-based and one performance-based. The *Leadership for School Improvement* focuses on candidate’s ability to analyze a complex data set, the *Professional Growth System* focuses on candidate’s ability to implement the statewide teacher evaluation system in Mississippi, the *School Safety* focuses on the candidate’s ability to analyze a complex school safety incident within a hypothetical scenario, and the *Community Relations and Management* focuses on the candidate’s ability in developing effective school-based management/resource systems and school-community partnerships. The Professional Dispositions Assessment is a performance-based assessment usually administered during internship. All assessments are evaluated on a 1.00 - 4.00 scale. The averages of the evaluations are reported below.

	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/Avg
Average Leadership for School Improvement										
Masters	3.38	3.28	2.86	2.90	NR	NR	2.41	NR	NR	2.90
Specialists	3.44	3.27	2.25	3.47	NR	NA	2.60	NR	NR	3.05
Average Professional Growth System										
Masters	3.17	3.14	2.71	3.83	3.67	NR	2.23	NR	NR	3.41
Specialists	3.54	3.30	3.20	3.87	3.30	NA	2.37	NR	NR	3.33
Average School Safety										
Masters	3.75	3.27	2.71	NR	NR	NR	3.88	NR	NR	3.33
Specialists	3.80	3.40	2.40	3.54	NR	NA	3.80	NR	NR	3.52
Average Community Relations & Management										
Masters	3.67	2.59	3.00	2.31	NR	NR	3.25	NR	NR	2.59
Specialists	3.65	NR	NR	NR	NR	NA	3.19	NR	NR	3.37
Average Professional Dispositions										
Masters	3.06	3.68	2.43	3.79	3.96	NR	NR	3.00	2.83	3.42
Specialists	3.84	3.72	3.00	3.56	3.82	NA	NR	3.00	2.76	3.17

NA = Not Applicable

NR = Not Reported

Figure 51
2020-2021 Completer Leadership Program Candidates



Completer Leadership Program Candidates by Gender

In 2020-2021, 474 candidates completed Educational Leadership programs from nine EPPs. The percentage of female completers was 75.11% (n=356) and the percentage of males was 24.89% (n=118).

Table 109

2020-2021 Completer Leadership Program Candidates by Gender

Gender	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	6	10	6	27	10	1	11	10	37	118
Female	25	43	15	71	21	3	35	28	115	356
Total	31	53	21	98	31	4	46	38	152	474

Figure 52

2020-2021 Completer Leadership Program Candidates by Gender

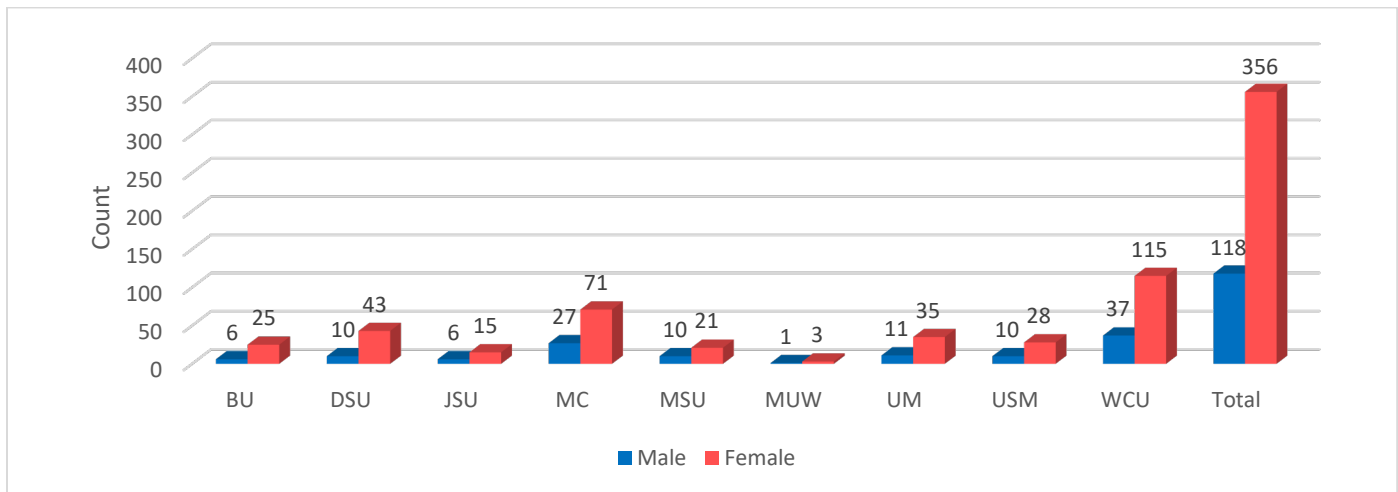
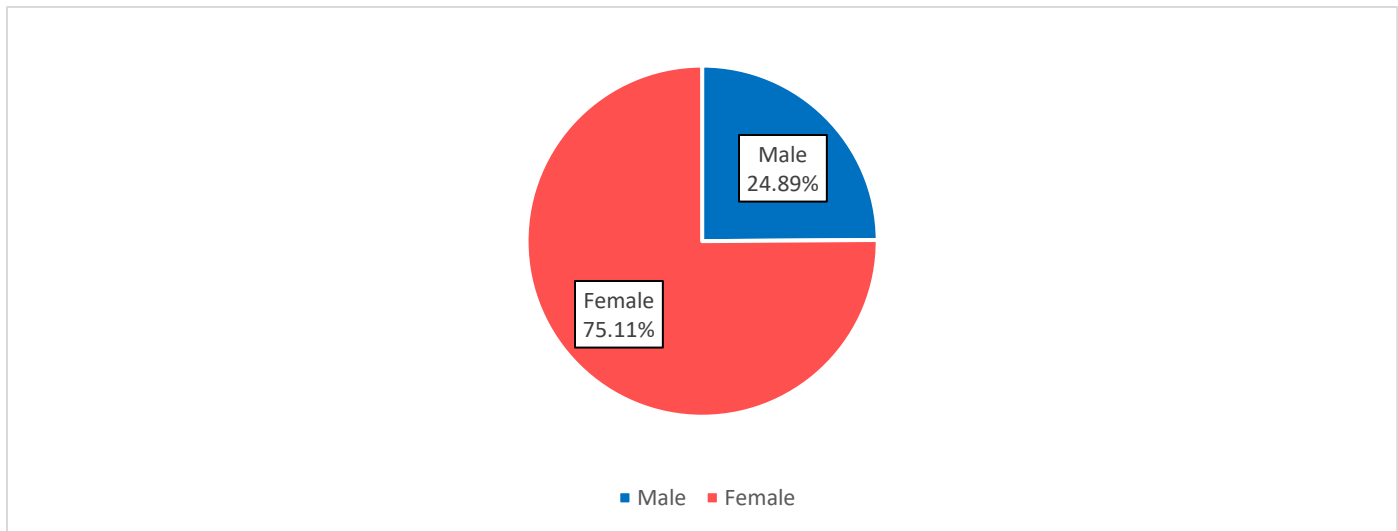


Figure 53

2020-2021 Completer Leadership Program Candidates by Gender



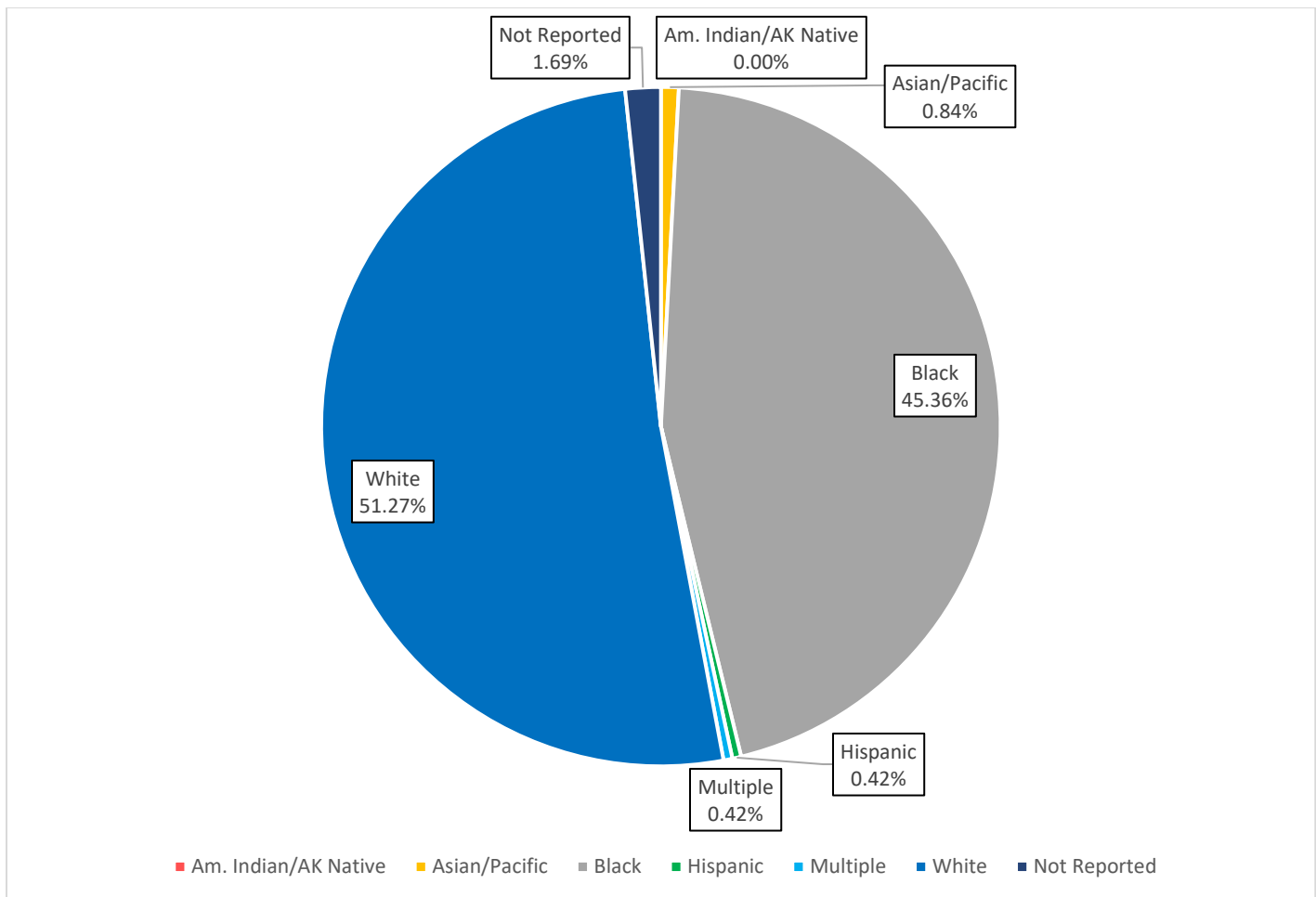
Completer Educational Leadership Programs by Ethnicity

In 2020-2021, 474 candidates completed leadership programs from the nine EPPs. The following data show the ethnicity of all leadership program candidate completers.

Table 110
2020-2021 Completer Leadership Program by Ethnicity

Ethnicity	BU	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/AK Native	0	0	0	0	0	0	0	0	0	0
Asian/Pacific	1	0	0	1	0	0	0	0	2	4
Black	17	29	21	43	15	1	23	10	56	215
Hispanic	0	0	0	0	0	0	0	1	1	2
Multiple	0	0	0	0	0	0	0	1	1	2
White	9	22	0	53	16	3	22	26	92	243
Not Reported	4	2	0	1	0	0	1	0	0	8
Total	31	53	21	98	31	4	46	38	152	474

Figure 54
2020-2021 Completer Leadership Program by Ethnicity



SECTION X: Advanced-Level Program Data

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

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

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

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

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

Table 111*2020-2021 Admitted Advanced-Level Program Candidates by EPP*

	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total /Avg
Total number of advanced-level program candidates admitted:												
Child Development (Masters)	0	0	0	0	0	0	0	0	0	0	0	0
Dyslexia (Masters)	0	0	0	0	0	45	0	0	0	8	27	80
Gifted Education (Masters and Specialists)	0	0	0	0	0	0	0	1	0	0	23	24
Library& Information Science (Masters)	0	0	0	0	0	0	0	0	0	4	0	4
Psychometry (Specialists)	0	0	0	0	87	0	0	0	0	0	4	91
Reading (Masters)	0	30	6	0	0	0	0	0	0	0	0	36
School Counselor (Masters and Specialists)	4	0	0	6	13	13	25	0	7	13	22	103
School Psychology (Doctorate)	0	0	0	0	0	0	0	0	0	6	0	6
Special Ed (Masters, Specialists, & Doctoral)	0	0	0	25	0	29	0	0	0	13	45	112
Visually Impaired	0	0	0	0	6	0	0	0	0	0	0	6
Average of advanced-level Admit GPAs:	■	3.29	3.37	3.35	3.66	3.33	3.32	■	3.54	3.55	3.44	3.45
Average Years of Teaching Experience:	NR	NR	11.50	NR	6.79	5.60	6.75	■	NR	8.35	7.88	7.34
Total number of advanced-level program candidates enrolled:	4	30	6	31	106	87	25	1	7	44	121	462

NR = Not Reported

462

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

Admitted Advanced-Level Program Candidates by Gender

In 2020-2021, the eleven EPPs' advanced-level degree programs admitted a total of 462 candidates. Females represented 95.02% (n=439) of admitted candidates into the programs and male candidates represented 4.98% (n=23).

Table 112

2020-2021 Admitted Advanced-Level Program Candidates by Gender

Gender	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	1	3	0	3	3	3	2	0	1	0	7	23
Female	3	27	6	28	103	84	23	1	6	44	114	439
Total	4	30	6	31	106	87	25	1	7	44	121	462

Figure 55

2020-2021 Admitted Advanced-Level Program Candidates by Gender

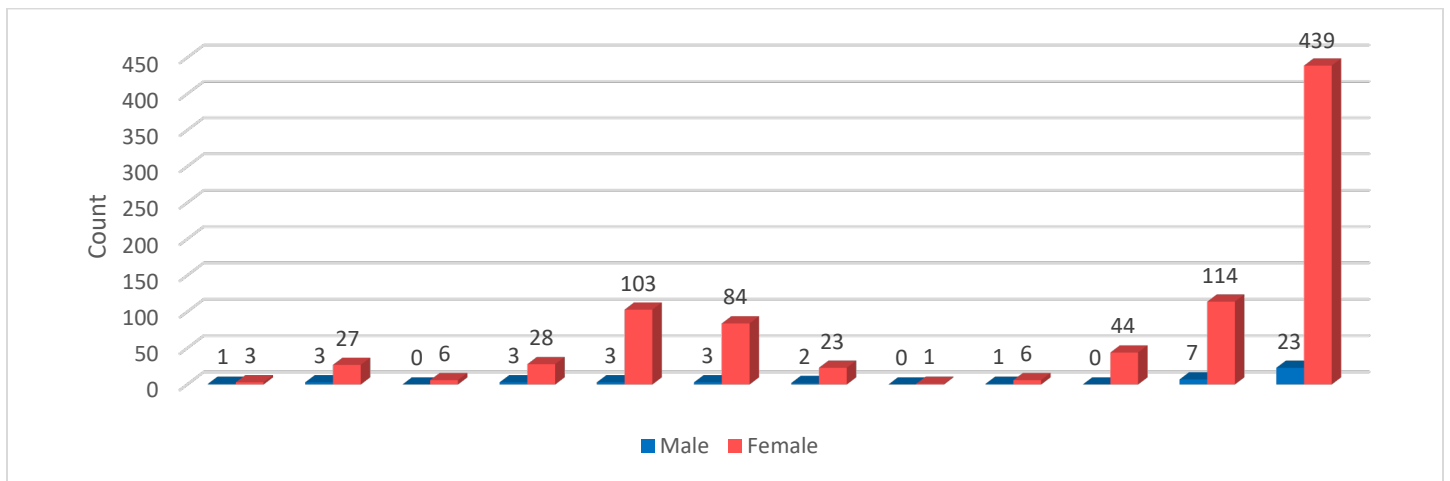
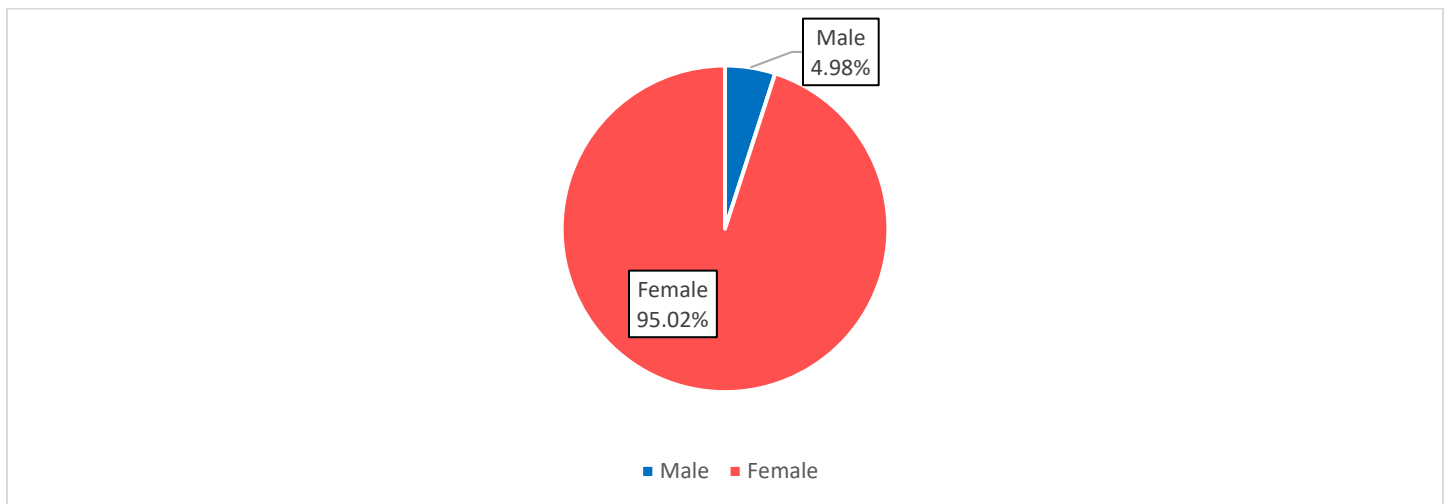


Figure 56

2020-2021 Admitted Advanced-Level Program Candidates by Gender



Admitted Candidates in Advanced-Level Degree Programs by Ethnicity

In 2020-2021, the eleven EPPs' advanced-level degree programs admitted a total of 462 candidates. The following data show the ethnicity of all admitted candidates into the EPP advanced-level degree programs.

Table 113

2020-2021 Admitted Advanced-Level Program Candidates by Ethnicity

Ethnicity	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am. Indian/ AK Native	0	0	0	0	0	0	1	0	0	0	0	1
Asian/Pacific	0	0	0	0	0	0	0	0	0	2	2	4
Black	4	17	0	19	97	24	11	0	1	6	34	213
Hispanic	0	0	0	0	0	0	0	0	0	3	1	4
Multiple	0	0	0	0	0	0	2	0	0	0	1	3
White	0	13	6	12	8	62	11	1	6	26	83	228
Unknown	0	0	0	0	1	1	0	0	0	7	0	9
Total	4	30	6	31	106	87	25	1	7	44	121	462

Figure 57

2020-2021 Admitted Advanced-Level Program Candidates by Ethnicity

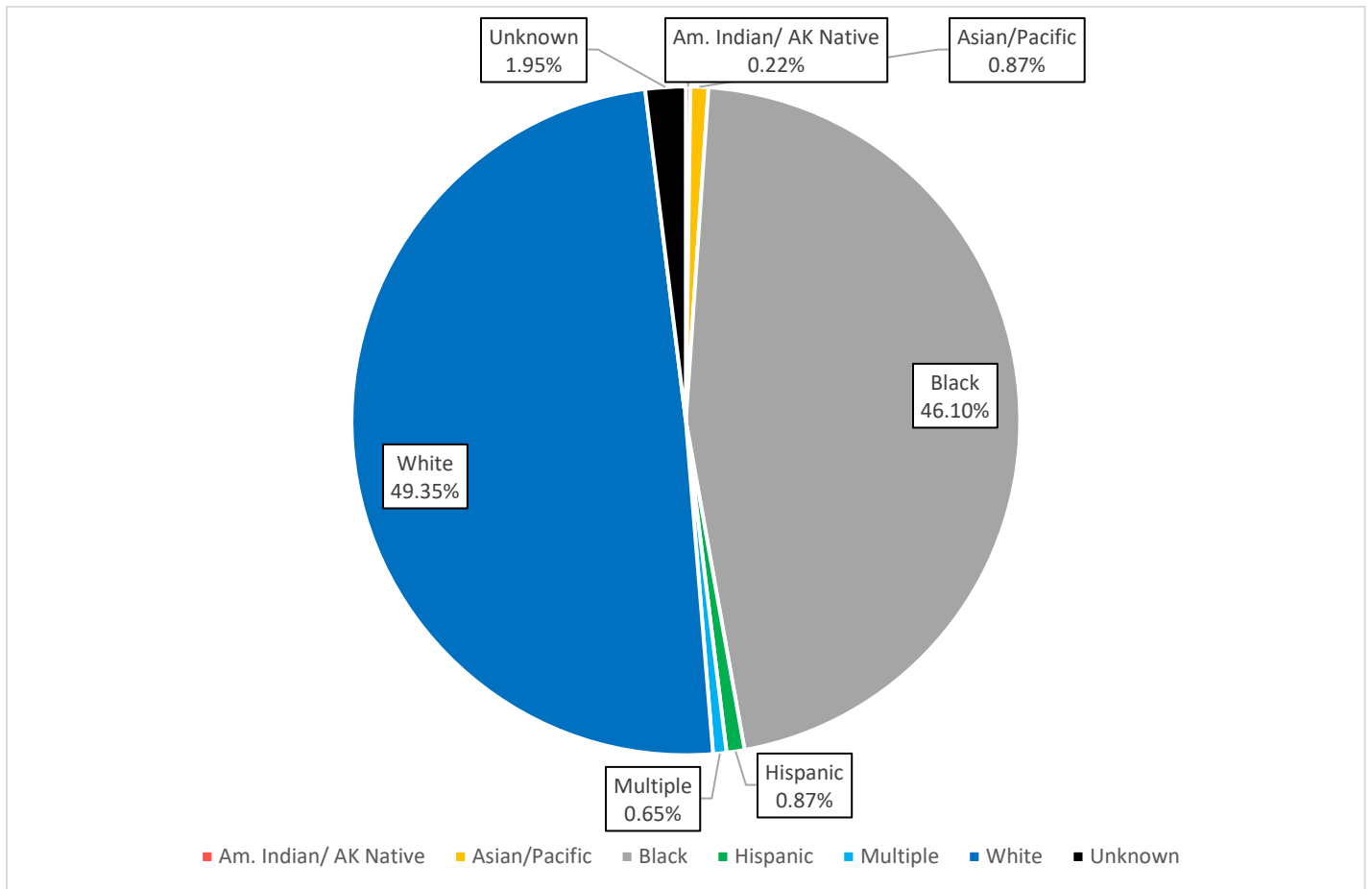


Table 114*2020-2021 Advanced-Level Degree Program Completers*

	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/ Avg
Total number of Advanced-Level Degree completers												
Dyslexia (Masters)	0	0	0	0	0	28	0	0	0	11	24	63
Gifted (Masters, Specialists, & Doc)	0	0	0	0	0	0	0	3	0	0	11	14
Library/Media (Masters)	0	0	0	0	0	0	0	0	0	6	0	6
Psychometry (Specialists)	0	0	0	0	68	0	0	0	0	0	0	68
Reading (Masters)	0	22	2	0	4	0	0	4	0	0	0	32
School Counselor (Masters & Specialists)	10	0	0	6	8	6	10	0	7	10	3	60
School Psychology (Doctorate)	0	0	0	0	0	0	0	0	0	4	0	4
Special Ed (Masters & Specialists)	0	0	0	9	0	34	0	0	0	10	17	70
Visually Impaired (Masters)	0	0	0	0	9	0	0	0	0	0	0	9
Average of Adv-Level Completer GPA	3.44	3.64	■	3.70	3.65	3.80	3.76	3.76	3.87	3.78	3.87	3.74
Average Internship Clock Hours Completed												
Dyslexia (Masters)	0	0	0	0	0	820	0	0	0	700	785	785.84
Gifted (Masters, Specialists, and Doc)	0	0	0	0	0	0	0	300	0	0	32	89.43
Library/Media (Masters)	0	0	0	0	0	0	0	0	0	120	0	120.00
Psychometry (Specialists)	0	0	0	0	150	0	0	0	0	0	0	150.00
Reading (Masters)	0	0	■	0	0	0	0	300	0	0	0	52.50
School Counselor (Masters & Specialists)	600	0	0	600	300	600	600	0	700	700	333	575.00
School Psychology (Doctorate)	0	0	0	0	0	0	0	0	0	2000	0	2000.0
Special Ed (Masters & Specialists)	0	0	0	250	0	35	0	0	0	350	359	186.29
Visually Impaired (Masters)	0	0	■	0	300	0	0	0	0	0	0	300.00
Average Number of Times Attempted												
PRAXIS Content Knowledge												
Library/Media	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.00	NA	1.00
School Counseling	NA	NA	NA	1.00	2.50	1.00	NA	NA	1.00	1.00	NA	1.13
School Psychology	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	1.00	NA	1.33	NA	NA	NA	1.00	NA	1.15
Visually Impaired	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total/ Avg
Count of COVID-19 Test Waivers												
Library/Media	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	NA	6
School Counselor	10	NA	NA	3	6	0	10	NA	2	3	3	40
School Psychology	NA	NA	NA	NA	NA	NA	NA	NA	NA	4	NA	4
Special Education	NA	NA	NA	3	NA	28	NA	NA	NA	9	17	54
Visually Impaired	NA	NA	NA	NA	9	NA	NA	NA	NA	NA	NA	9

326

Advanced-Level Program Completers at the Initial Level

Completer Candidates in Advanced-Level Degree Programs by Gender

In 2020-2021, the eleven EPPs' advanced-level degree programs had a total of 326 completer candidates. Female completers represented 92.02% (n=300) candidates and male completers represented 7.98% (n=26).

Table 115

2020-2021 Advanced-Level Degree Program Completers by Gender

Gender	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Male	1	0	1	2	9	6	2	0	0	3	2	26
Female	9	22	1	13	80	62	8	7	7	38	53	300
Total	10	22	2	15	89	68	10	7	7	41	55	326

Figure 58

2020-2021 Advanced-Level Degree Program Completers by Gender

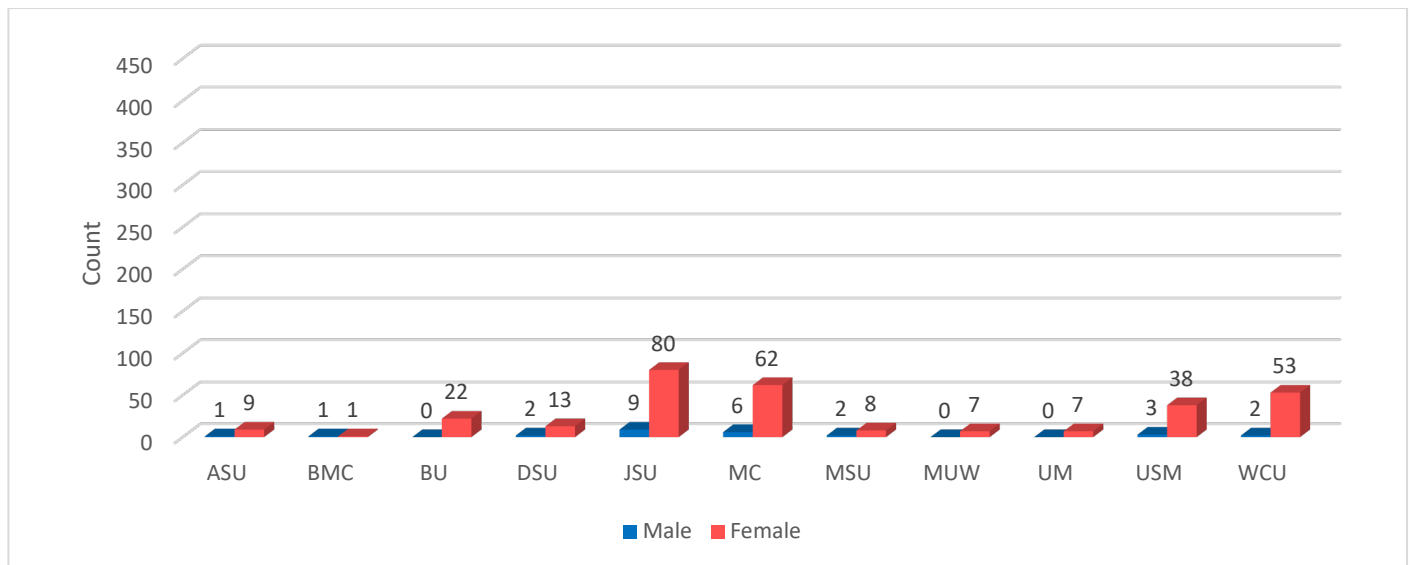
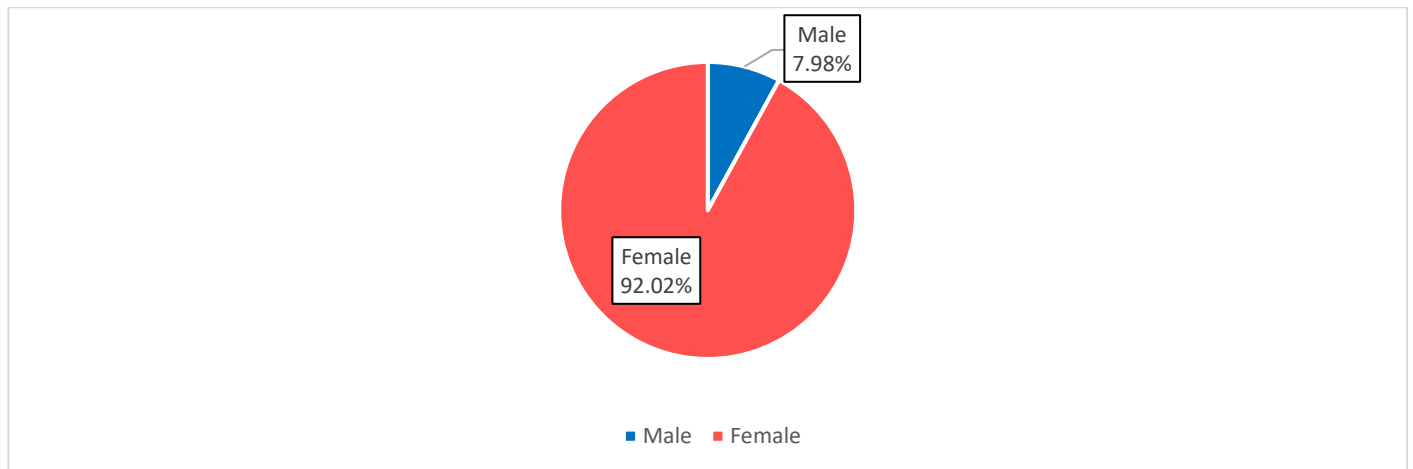


Figure 59

2020-2021 Advanced-Level Degree Program Completers by Gender



Completer Candidates in Advanced-Level Degree Programs by Ethnicity

In 2020-2021, 326 candidates completed advanced-level degrees from eleven EPPs. The following data show the ethnicity of candidates who completed advanced degrees leading to initial licensure.

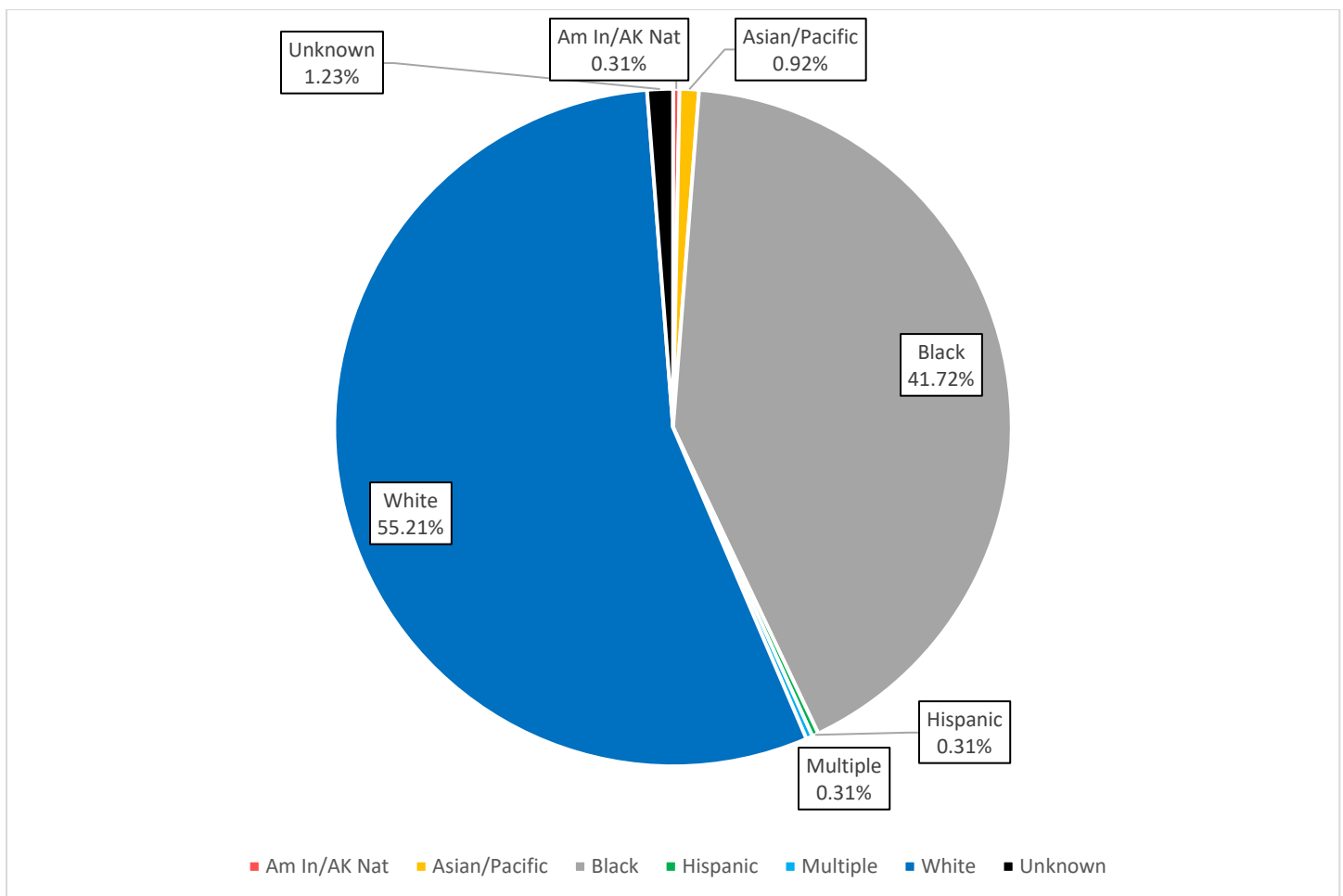
Table 116

2020-2021 Advanced-Level Degree Completer Candidates by Ethnicity

Ethnicity	ASU	BU	BMC	DSU	JSU	MC	MSU	MUW	UM	USM	WCU	Total
Am In/AK Nat	0	0	0	0	1	0	0	0	0	0	0	1
Asian/Pacific	0	1	0	0	0	0	0	1	0	0	1	3
Black	10	8	0	9	76	12	2	1	2	9	7	136
Hispanic	0	0	0	1	0	0	0	0	0	0	0	1
Multiple	0	0	0	0	0	0	0	0	0	1	0	1
White	0	10	2	5	11	56	8	5	5	31	47	180
Unknown	0	3	0	0	1	0	0	0	0	0	0	4
Total	10	22	2	15	89	68	10	7	7	41	55	326

Figure 60

2020-2021 Advanced-Level Degree Completer Candidates by Ethnicity



SECTION XI: 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 117
2020-2021 Initial Program Completer Praxis Content Knowledge

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5017 Elementary Ed (K-6)	153	51	168.00	13	162.46	64	166.88
5018 Elementary Ed (4-8)	163	8	170.75	26	171.46	34	171.29
5038 English Lang Arts	167	33	167.36	11	164.73	44	166.70
5081 Social Studies	150	28	145.93	10	151.80	38	147.47
5089 MS Social Studies	149	1	■	0	■	1	■
5091 Physical Education	145	21	142.10	11	146.00	32	143.44
5101 Business Education	153	3	■	2	■	5	■
5113 Music Education	161	12	163.25	5	■	17	160.29
5161 Mathematics	152	4	■	0	■	4	■
5164 Mid Sch Mathematics	150	0	■	1	■	1	■
5174 French	153	1	■	1	■	2	■
5195 Spanish	160	1	■	5	■	6	171.00
5235 Biology	150	23	148.52	8	151.13	31	149.19
5245 Chemistry	151	0	■	1	■	1	■
5354 Mild/Mod Disability	152	46	164.50	70	163.41	116	163.84
5551 Health Education	149	0	■	2	■	2	■
No Test Reported/Test Waivers	NA	1798		1413		3211	

Table 118
2020-2021 Advanced Program Completer Praxis Content Knowledge

Test	Qualifying Test Score	Public		Private		State	
		n	M	n	M	N	M
5311 Library/Media	143	1	■	0	■	1	■
5354 Mild/Moderate Disability	152	7	162.86	6	168.67	13	165.54
5421 School Counselor	156	17	168.76	6	175.17	23	170.43
6990 School Leader	151	20	169.20	11	165.36	21	167.84
No Test Reported/Test Waivers		238		318		556	

Table 119

2020-2021 Praxis Content Knowledge Exam Pass Rates by Public EPPs (Traditional and Alternate Route)
(Number Tested/Percentage Pass at Best Attempt)

Test Code	ASU N=146	DSU N=121	JSU N=436	MSU N=556	MUW N=85	MVSU N=153	UM N=261	USM N=272
5017 Elem Ed	0	12/100%	0	23/87%	1/■	3/■	6/67%	6/100%
5018 Elem Ed	0	2/■	18/83%	NA	NA	0	NA	NA
5038 English	0	2/■	3/■	12/83%	1/■	6/17%	7/100%	2/■
5081 So Studies	1/■	3/■	1/■	12/33%	3/■	7/0%	0	1/■
5091 Physical Ed	0	5/■	4/■	6/33%/	0	5/■	0	1/■
5101 Business Ed	0	0	2/■	1/■	0	0	0	0
5113 Music Ed	0	0	1/■	6/83%	1/■	0	0	4/■
5161 Mathematics	0	0	0	1/■	0	0	1/■	2/■
5174 French	0	0	1/■	1/■	0	0	0	0
5235 Biology	0	1/■	3/■	3/■	0	7/■	2/■	7/86%
5354 M/M Dis	0	0	0	46/93%	0	0	0	0
No Test Reported*	145	96	414	445	79	125	245	249

*Includes those not testing/COVID-19 Waiver

Table 120

2020-2021 Praxis Exam Pass Rates by Private EPPs (Traditional and Alternate Route)
(Number Tested/Percentage Pass at Best Attempt)

Test Code	BU N=709	BMC N=63	MIL N=3	MC N=106	RC N=0	TC N=11	WCU N=687
5017 Elem Ed	4/■	5/■	0	0	0	1/■	3/67%
5018 Elem Ed	4/■	NA	NA	0	0	0	22/100%
5038 English	0	0	0	0	0	0	11/73%
5081 So Studies	1/■	2/■	0	0	0	0	7/42%
5091 Physical Ed	2/■	0	0	0	0	0	9/78%
5101 Business Ed	1/■	0	0	0	0	0	1/0%
5113 Music Ed	2/■	0	0	1/■	0	0	1/50%
5169 MS Math	0	0	0	0	0	0	1/100%
5174 French	0	0	0	0	0	0	1/100%
5195 Spanish	0	0	0	0	0	0	5/100%
5235 Biology	2/■	0	0	0	0	0	6/50%
5245 Chemistry	1/■	0	0	0	0	0	0
5354 M/M Dis	0	0	0	0	0	0	70/100%
5551 Health	1/■	0	0	0	0	0	1/100%
No Test Reported*	691	56	3	106	0	10	548

*Includes those not testing/COVID-19 Waiver

Table 121

2020-2021 Praxis Content Knowledge Exam First Attempt (Traditional only based on those who opted to take the test)

EPP	N	N Test Takers	N Passed on 1 st Attempt	Percentage
ASU	21	1	■	■
BU	5	5	■	■
BMC*	63	7	5	71.43%
DSU	102	19	16	84.21%
JSU*	86	0	0	NA
MIL	3	0	0	NA
MC	66	1	■	■
MSU*	281	45	37	82.22%
MUW	49	2	■	■
MVSU	24	6	3	50.00%
RC	0	0	0	NA
TC	11	1	■	■
UM	217	9	7	77.78%
USM	235	14	9	64.29%
WCU	104	4	■	■
Overall	1267	114	85	74.56%

*Includes K-3 and K-6

75%
Passed on 1st
Attempt

SECTION XII. Student Teaching Data

The following data were provided by the fifteen EPPs that prepare teacher education programs at the initial licensure level. Placements, Professional Development topics, cooperating teacher, university supervisor, and perception survey data were collected.

Student teaching is defined as extensive and substantive clinical practice in P-12 schools for candidates preparing to teach. Teacher candidates complete student teaching during the final semester of a traditional undergraduate or post-baccalaureate level leading to licensure and required to complete a minimum of 12 weeks (60 full days) in a MDE accredited school.

Placements
Number of Candidates Completing Student Teaching
Placement Types
Mode of Teaching
Number of Candidates Teaching in Critical Needs Districts
Professional Development
Cooperating Teacher
Number of Cooperating Teacher
Cooperating Teacher Characteristics
University Supervisor
Number of University Supervisors
University Supervisor Characteristics
Perception Survey
Teacher Candidate Survey
Cooperating Teacher Survey

Teacher Candidate Data

The number of teacher candidates participating in student teaching placements during the 2020-2021 academic year was 1272. Of the total, 80.42% (n=1023) were prepared at one of the eight public EPPs and 19.58% (n=249) were prepared at one of the seven private EPPs.

Table 122
2020-2021 Teacher Candidates

EPP	F2020	Sp2021	Total
ASU	6	16	22
BU	0	5	5
BMC	23	40	63
DSU	42	60	102
JSU	13	73	86
MC	24	47	71
MIL	0	3	3
MSU	80	201	281
MUW	13	36	49
MVSU	11	12	23
RC	0	0	0
TC	1	10	11
UM	3	220	223
USM	74	163	237
WCU	18	78	96
Totals	308	964	1272

Figure 61
2020-2021 Teacher Candidates

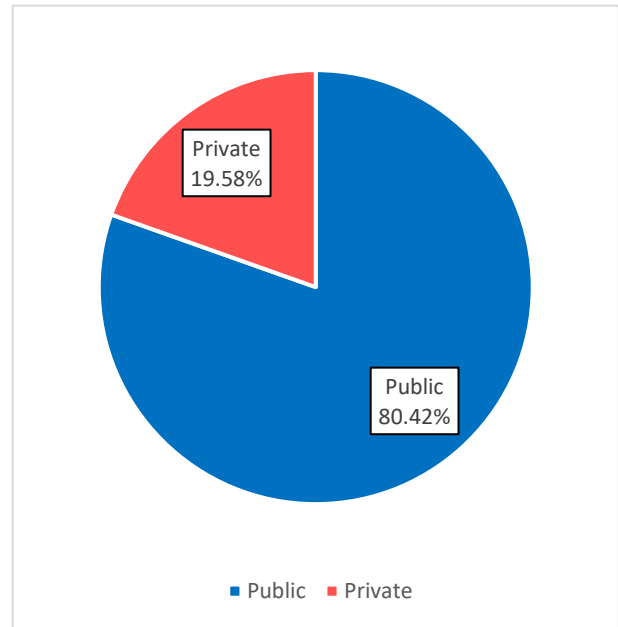
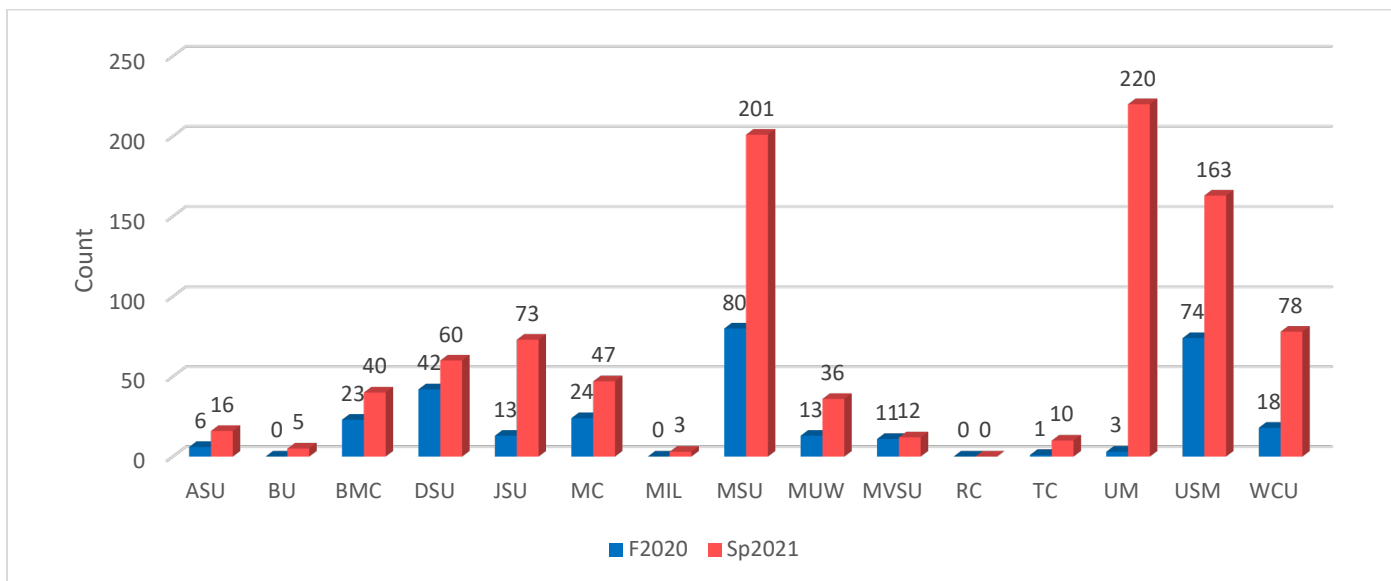


Figure 62
2020-2021 Teacher Candidates

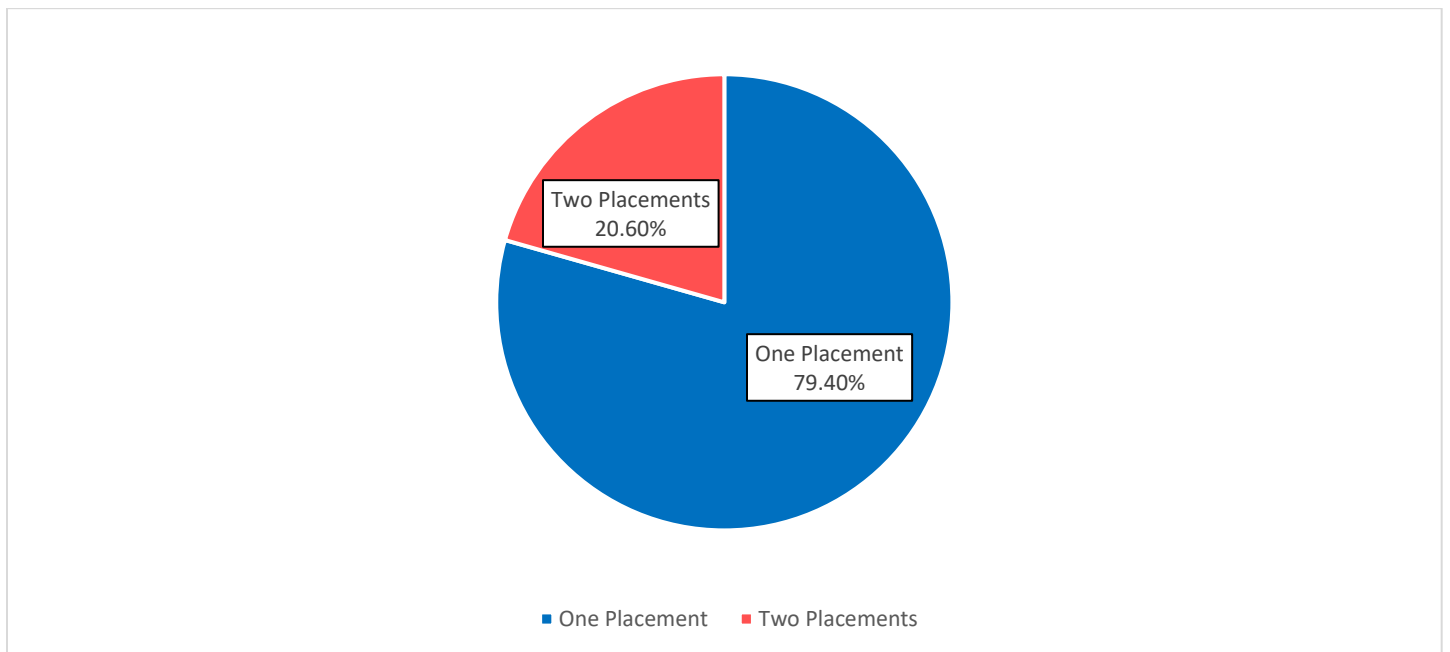


During the semester, teacher candidates complete two types of placements depending on the license that they seek. Typically, Elementary Education majors stay in one placement during the semester, while others (Secondary and K-12) will complete two semester placements (ex., one lower grade and one upper grade).

Table 123
2020-2021 Teacher Candidate Field Experience Placement Assignments

EPP	One Placement			Two Placements		
	F2020	Sp2021	Total	F2020	Sp2021	Total
ASU	2	5	7	4	11	15
BU	0	5	5	0	0	0
BMC	16	26	42	7	14	21
DSU	42	60	102	0	0	0
JSU	13	73	86	0	0	0
MC	17	28	45	7	19	26
MIL	0	3	3	0	0	0
MSU	64	169	233	16	32	48
MUW	5	5	10	8	31	39
MVSU	11	12	23	0	0	0
RC	0	0	0	0	0	0
TC	1	0	1	0	10	10
UM	3	220	223	0	0	0
USM	64	132	196	10	31	41
WCU	18	78	96	0	78	78
Totals	256	816	1072	52	226	278

Figure 63
2020-2021 Teacher Candidate Placement Assignments



During the 2020-2021 academic year, the MDE identified 89 geographical critical shortage areas in Mississippi. The percentage of teacher candidates placed for student teaching in a geographical critical shortage area for their student teaching semester was 17.22% (n=219).

Table 124
2020-2021 Critical Shortage Area Placements

	ASU n=15	BU n=5	BMC n=63	DSU n=102	JSU n=86	MC n=71	MIL n=3	MSU n=281	MUW n=49	MVSU n=23	RC n=0	TC n=11	UM n=225	USM n=227	WCU n=96
Amite Co	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Benton Co	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Corinth	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Covington Co	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
East Jasper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
East Tallahatchie	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Forest	0	0	0	1	0	0	0	0	0	0	0	0	0	7	2
Greenwood	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0
Holly Springs	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Holmes Co	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Jackson Pub	0	0	0	1	61	2	0	3	0	0	0	1	0	0	0
Jefferson Co	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kemper Co	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Lauderdale Co	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0
Laurel	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
McComb	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0
Natchez-Adams	3	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Meridian	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
New Albany	0	0	11	0	0	0	0	1	0	0	0	0	9	0	0
North Bolivar	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Noxubee Co	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Okolona	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Picayune	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3
Scott Co	0	0	0	1	0	0	0	6	0	0	0	0	0	0	0

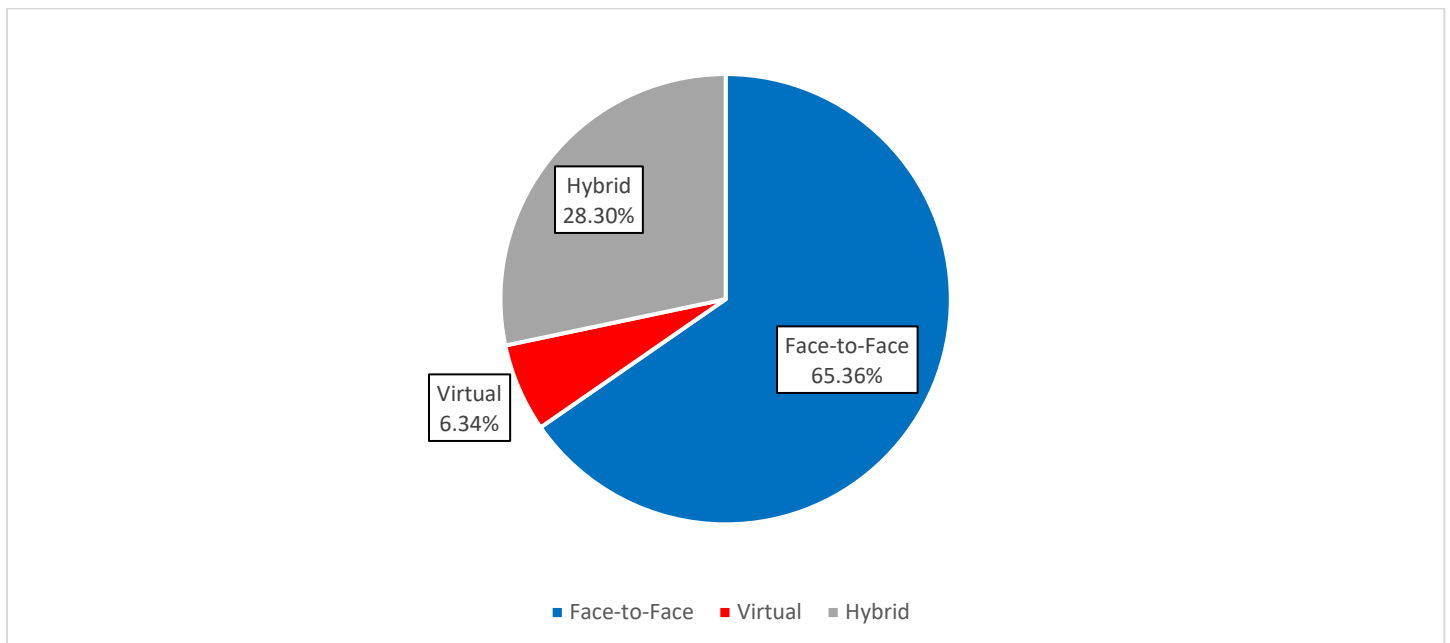
	ASU n=15	BU n=5	BMC n=63	DSU n=102	JSU n=86	MC n=71	MIL n=3	MSU n=281	MUW n=49	MVSU n=23	RC n=0	TC n=11	UM n=225	USM n=227	WCU n=96
Sunflower	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Walthall Co	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
West Bolivar	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
West Point	0	0	0	0	0	0	0	30	2	0	0	0	1	0	0
Western Line	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilkinson Co	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Winona- Montgomery	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0
Yazoo Co	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0
Total	14	0	13	14	62	4	0	63	2	18	0	1	10	12	6

Since the beginning of the pandemic, teacher candidates were given options of various delivery methods depending on the school where they were assigned: teaching face-to-face, virtual, or a combination of the two.

Table 125
2020-2021 Teacher Candidate Instruction Delivery

EPP	Face-to-Face			Virtual			Hybrid		
	F2020	Sp2021	Total	F2020	Sp2021	Total	F2020	Sp2021	Total
ASU	6	0	6	0	1	1	0	15	15
BU	0	5	5	0	0	0	0	0	0
BMC	15	26	41	0	0	0	8	14	22
DSU	27	31	58	3	11	14	12	18	30
JSU	0	22	22	9	0	9	5	51	56
MC	17	0	17	0	0	0	7	47	54
MIL	0	3	3	0	0	0	0	0	0
MSU	47	161	208	13	5	18	20	35	55
MUW	0	0	0	1	4	5	12	35	47
MVSU	1	0	1	10	12	22	0	0	0
RC	0	0	0	0	0	0	0	0	0
TC	0	10	10	1	0	1	0	0	0
UM	0	220	220	0	0	0	3	0	3
USM	47	127	174	2	4	6	25	32	57
WCU	18	0	18	0	0	0	0	0	0
Total	178	605	783	39	37	76	92	247	339

Figure 64
2020-2021 Teacher Candidate Instruction Delivery



Professional Development

Throughout the student teaching semester, the EPPs held several types of professional development opportunities both virtually and in-person. The topics ranged from orientation sessions to law, MS Educator Code of Ethics, virtual instruction, common assessment training, COVIS Safety, social emotional learning, using technology in the classroom, classroom management strategies, preparing for job interviews, superintendents' perspectives, emergency preparedness, and licensure updates. Over 354 professional development seminars were given across the state.

Table 126
2020-2021 Count of Professional Development Seminar Topics

	F2020	Sp2021	Total
ASU	4	4	8
BU	0	7	7
BMC	3	7	10
DSU	10	11	21
JSU	13	10	23
MC	12	13	25
MIL	0	5	5
MSU	94	83	177
MUW	2	2	4
MVSU	12	8	20
RC	0	0	0
TC	1	2	3
UM	2	8	10
USM	7	9	16
WCU	3	22	25
Total	163	191	354

354
**Professional
Development
Seminar Topics**

Cooperating Teachers

During the 2020-2021 academic year, teacher candidates were placed with 1395 seasoned teachers during their student teaching semester of which 8.11% (n=113) were National Board Certified Teachers (NBCT). Minimum requirements for a cooperating teacher are three years of effective teaching experience, hold a standard teaching license, teach in his/her field of licensure, participate in the statewide training on the administration of the EPP Common Assessments, and a recommendation by the principal and/or district's Office of Human Resources.

Table 127
2020-2021 Count of Cooperating Teachers

	F2020	Sp2021	Total
ASU	10	27	37
BU	0	5	5
BMC	30	54	84
DSU	42	58	100
JSU	8	66	74
MC	29	63	92
MIL	0	4	4
MSU	95	231	326
MUW	12	32	44
MVSU	11	5	16
RC	0	0	0
TC	2	17	19
UM	3	218	221
USM	84	191	275
WCU	18	79	98
Total	344	1050	1394

Table 128
2020-2021 Count of NBCT Cooperating Teachers

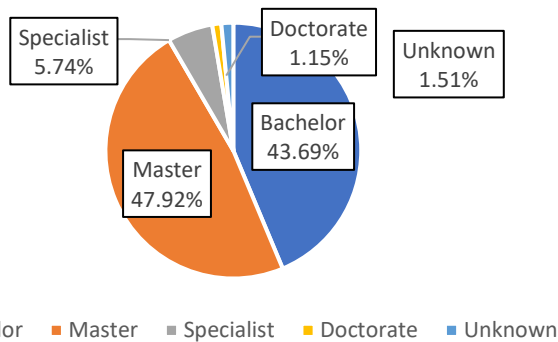
	F2020	Sp2021	Total
ASU	0	0	0
BU	0	0	0
BMC	7	3	10
DSU	3	4	7
JSU	0	6	6
MC	4	7	11
MIL	0	0	0
MSU	2	9	11
MUW	1	2	3
MVSU	0	0	0
RC	0	0	0
TC	0	0	0
UM	0	27	27
USM	5	28	33
WCU	1	4	5
Total	23	90	113

1394
**Cooperating
Teachers**

Table 129
 2020-2021 Cooperating Teachers' Highest Degree

	Fall 2020					Spring 2021				
	Bachelor	Master	Specialist	Doctorate	Unknown	Bachelor	Master	Specialist	Doctorate	Unknown
ASU	3	6	1	0	0	8	16	3	0	0
BU	0	0	0	0	0	3	2	0	0	0
BMC	12	15	2	0	1	23	28	3	0	0
DSU	20	21	1	0	0	28	28	2	0	0
JSU	1	5	1	1	0	25	30	8	3	0
MC	15	11	3	0	0	29	29	2	2	1
MIL	0	0	0	0	0	2	2	0	0	0
MSU	34	1	4	1	5	113	102	13	3	0
MUW	4	6	1	0	1	15	16	1	0	0
MVSU	5	6	0	0	0	4	1	0	0	0
RC	0	0	0	0	0	0	0	0	0	0
TC	0	1	1	0	0	6	5	4	0	2
UM	1	2	0	0	0	102	102	11	3	0
USM	40	38	6	0	0	80	96	10	2	3
WCU	40	7	1	0	6	32	42	2	1	2
Total	139	169	21	2	13	470	499	59	14	8

Figure 65
 2020-2021 Cooperating Teacher Highest Degree



University Supervisors

During the 2020-2021 academic year, teacher candidates were supervised by 248 fulltime and adjunct faculty during their student teaching semester. Minimum requirements for a university supervisor are three years of effective P-12 teaching experience, prefer hold a standard teaching license, participate in the statewide training on the administration of the EPP Common Assessments, and make at least four face-to-face/virtual visits per assigned teacher candidate during the student teaching experience.

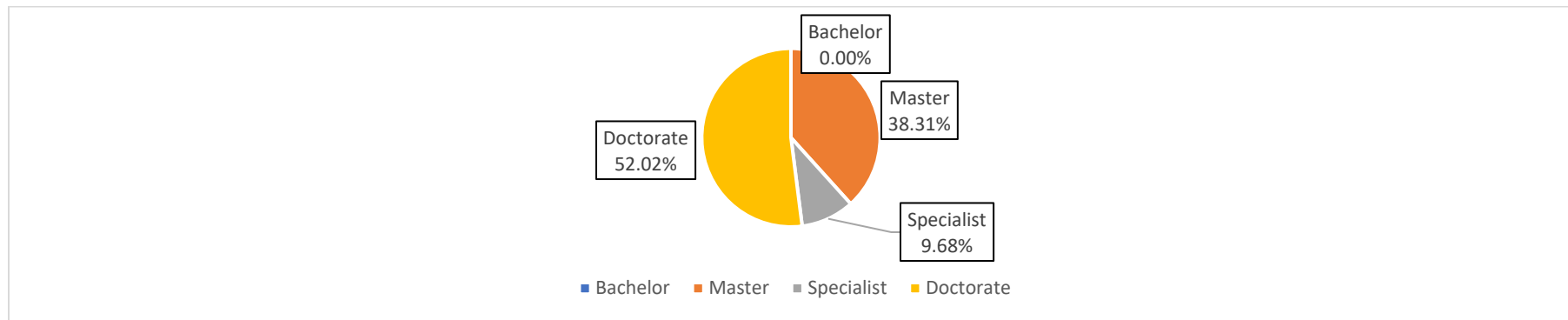
Table 130
2020-2021 Count of University Supervisors

	F2020	Sp2021	Total
ASU	5	8	13
BU	0	1	1
BMC	4	4	8
DSU	14	13	27
JSU	11	9	20
MC	11	13	24
MIL	0	1	1
MSU	30	39	69
MUW	3	5	8
MVSU	1	1	2
RC	0	0	0
TC	2	3	5
UM	3	27	30
USM	11	18	29
WCU	3	8	11
Total	98	150	248

248
**University
Supervisors**

Table 131*2020-2021 University Supervisors' Highest Degree*

	Fall 2020				Spring 2021				US Total
	Bachelor	Master	Specialist	Doctorate	Bachelor	Master	Specialist	Doctorate	
ASU	0	0	0	5	0	1	0	7	13
BU	0	0	0	0	0	0	0	1	1
BMC	0	1	0	3	0	1	0	3	8
DSU	0	6	3	5	0	4	2	7	27
JSU	0	2	0	9	0	4	1	4	20
MC	0	3	0	8	0	4	0	9	24
MIL	0	0	0	0	0	0	0	1	1
MSU	0	18	7	5	0	25	6	8	69
MUW	0	1	0	2	0	1	0	4	8
MVSU	0	0	0	1	0	0	0	1	2
RC	0	0	0	0	0	0	0	0	0
TC	0	0	0	2	0	0	0	3	5
UM	0	0	0	3	0	10	2	15	30
USM	0	5	0	6	0	7	1	10	29
WCU	0	0	1	2	0	2	1	5	11
Total	0	36	11	51	0	59	13	78	248

Figure 66*2020-2021 University Supervisors' Degrees*

Teacher Candidate Exit Survey

At the conclusion of the fall and spring student teaching semesters, 1272 teacher candidates were sent invitations to complete a perception survey about their preparation. Of the 1272 teacher candidates, 57.55% (n=742) responded to the survey and 55.27% (n=703) completed all questions. Overall, 93.34% were satisfied with their preparation. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

Table 132
2020-2021 Teacher Candidate Exit Survey Results

Preparation	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. I was prepared to teach the content/ subject area(s) of my degree. (InTASC 4)	712	n=31 4.35%	n=3 0.42%	n=223 31.32%	n=455 63.90%	3.55
2. I was prepared to apply content knowledge to real world problems to engage learners in critical thinking, creativity, and collaborative problem solving. (InTASC 5)	712	n=33 4.64%	n=7 0.98%	n=244 34.27%	n=428 60.11%	3.50
3. I was prepared to use multiple methods of informal and formal assessments to engage learners in their growth, to monitor learner progress, to guide decision making, and to document K-12 student learning. (InTASC 6)	712	n=33 4.63%	n=11 1.54%	n=224 31.46%	n=444 62.36%	3.52
4. I was prepared to use technological tools and a variety of communication strategies to build learning communities that engage learners, families, and colleagues. (InTASC 10)	712	n=31 4.35%	n=21 2.95%	n=247 34.69%	n=413 58.01%	3.46
5. My preparation helped me to interpret and understand the laws related to learners' rights and teacher responsibilities (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). (InTASC 9)	712	n=34 4.78%	n=13 1.83%	n=251 35.25%	n=414 58.15%	3.47

6. I was prepared to vary my instructional strategy depending on my role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction, and the needs of the learners. (InTASC 8)	712	n=31 4.35%	n=17 2.39%	n=241 33.85%	n=423 59.41%	3.48
7. I was prepared to use a wide range of evidence-based instructional strategies, resources, and technological tools to effectively plan instruction that meets diverse learning needs. (InTASC 7)	712	n=30 4.21%	n=23 3.23%	n=33 33.99%	n=33 58.57%	3.47
8. I was prepared to design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically). (InTASC 1)	712	n=30 4.21%	n=19 2.67%	n=239 33.57%	n=424 59.55%	3.48
9. I was prepared to use strategies and resources to address the needs of students with exceptionalities (special needs, gifted, non-readers, multicultural/diversity needs, early/late finishers, etc.) (InTASC 2)	712	n=28 3.93%	n=33 4.63%	n=253 35.53%	n=398 55.90%	3.43
10. I was prepared to create an environment that supports individual and collaborative learning that encourages positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)	712	n=31 4.35%	n=5 0.70%	n=205 28.79%	n=471 66.15%	3.57
11. I was prepared to adhere to the Mississippi Educator Code of Ethics. (InTASC 9)	712	n=29 4.07%	n=3 0.42%	n=166 23.31%	n=514 72.19%	3.64
12. I was prepared to plan lessons aligned with Mississippi College and Career Readiness Standards. (InTASC 7)	712	n=31 4.35%	n=6 0.84%	n=155 21.77%	n=520 73.03%	3.63
Cooperating Teacher	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My cooperating/mentor teacher discussed my evaluations and	707	n=22 3.11%	n=30 4.24%	n=155 21.92%	n=500 70.72%	3.60

offered suggestions and advice to improve my teaching effectiveness. (InTASC 6)						
2. My cooperating/mentor teacher encouraged me to utilize technological skills in my teaching to enhance students' performance. (InTASC 8)	707	n=21 2.97%	n=24 3.39%	n=168 23.76%	n=494 69.87%	3.61
3. My cooperating/mentor teacher demonstrated a positive, collaborative partnership to support my development as an effective educator. (InTASC 10)	707	n=22 3.11%	n=19 2.69%	n=128 18.10%	n=538 76.10%	3.67
4. My cooperating/mentor teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience. (InTASC 9)	707	n=21 2.97%	n=22 3.11%	n=127 17.96%	n=537 75.95%	3.67
University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My university supervisor helped me to identify strengths and weaknesses and offer helpful suggestions to improve my teaching performance. (InTASC 6)	703	n=35 4.98%	n=21 2.99%	n=174 24.75%	n=473 67.28%	3.54
2. My university supervisor evaluated my lesson plans and provided timely feedback for improvement before I taught the lesson. (InTASC 6)	703	n=35 4.98%	n=43 3.12%	n=167 23.76%	n=458 65.15%	3.49
3. My university supervisor maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	703	n=35 4.98%	n=15 2.13%	n=159 23.76%	n=494 70.27%	3.58

Table 133
2020-2021 Teacher Candidate Exit Survey Contextual Information

		Count	Percentage
Gender	Female	615	83.45%
	Male	121	16.42%
	Prefer not to answer	2	0.27%
Ethnicity	Am Indian/Alaska Native	1	0.14%
	Asian/Pacific Islander	3	0.41%
	Black/African American	155	21.00%
	Hispanic	10	1.36%
	White	552	74.80%
	Multiple	12	1.63%
	Choose not to disclose	5	0.68%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	0	0.00%
	One	11	1.48%
	Two	110	14.82%
	Three	125	16.85%
	Four	271	36.52%
	Five	102	13.75%
	Six	0	6.20%
	Six Plus	46	4.99%
	No Response	37	5.39%
Would Recommend Cooperating Teacher to Mentor another Teacher Candidate	Yes	659	89.30%
	No	43	5.83%
Responses	Blank	36	4.88%
	Emailed	1272	
	Completed Responses	703	
	Response Rate		55.27%

Cooperating Teacher Survey

At the conclusion of the fall and spring student teaching semesters, 1387 cooperating teachers were sent invitations to complete a perception survey about their teacher candidate's preparation. Of the 1387 cooperating teachers, 59.84% (n=830) responded to the survey and 55.30% (n=767) completed all questions. Overall, 89.70% were satisfied with the preparation of their teacher candidate. The following represent the combined results. The mean is based on a 1-4 scale with 4 being the highest rating for strongly agree.

Table 134
2020-2021 Cooperating Teacher Survey

Preparation	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. My teacher candidate was prepared to teach the content/subject area(s) of his/her degree. (InTASC 4)	788	n=18 2.28%	n=29 3.68%	n=315 39.97%	n=426 54.06%	3.46
2. My teacher candidate was prepared to apply content knowledge to real world problems to engage learners in critical thinking, creativity, and collaborative problem solving. (InTASC 5)	788	n=20 2.54%	n=47 5.96%	n=325 41.24%	n=399 50.63%	3.40
3. My teacher candidate was prepared to use multiple methods of informal and formal assessments to engage learners in their growth, to monitor learner progress, to guide decision making, and to document K-12 student learning. (InTASC 6)	788	n=20 2.54%	n=52 6.60%	n=339 43.02%	n=377 47.84%	3.36
4. My teacher candidate was prepared to use technological tools and a variety of communication strategies to build learning communities that engage learners, families and colleagues (InTASC 10)	788	n=15 1.90%	n=50 6.35%	n=294 37.31%	n=429 54.44%	3.44
5. My TC interpreted and understood the laws related to learners' rights and teacher responsibilities (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners,	788	n=14 1.78%	n=22 2.79%	n=301 38.20%	n=451 57.23%	3.51

reporting in situations related to possible child abuse). (InTASC 9)						
6. My TC was prepared to vary instructional strategies depending on the role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction, and the needs of the learners. (InTASC 8)	788	n=17 2.16%	n=39 4.95%	n=338 42.89%	n=394 50.00%	3.41
7. My TC was prepared to use a wide range of evidence-based instructional strategies, resources, and technological tools to effectively plan instruction that meets diverse learning needs. (InTASC 7)	788	n=17 2.16%	n=68 8.63%	n=338 42.89%	n=365 46.32%	3.33
8. My TC was prepared to design and implement developmentally appropriate and challenging learning experience based on how learners grow and develop (cognitively, linguistically, socially, emotionally, and physically). (InTASC 1)	788	n=17 2.16%	n=60 7.61%	n=337 42.77%	n=374 47.46%	3.36
9. My TC was prepared to use strategies and resources to address the needs of students with exceptionalities (special needs, gifted, non-readers, multicultural/diversity needs, early/late finishers, etc.) (InTASC 2)	787	n=16 2.03%	n=65 83.26%	n=362 46.00%	n=344 43.71%	3.31
10. My TC was prepared to create an environment that supports individual and collaborative learning that encourages positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)	787	n=14 1.78%	n=26 3.30%	n=298 37.87%	n=449 57.05%	3.50
11. My TC adhered to the Mississippi Educator Code of Ethics. (InTASC 9)	787	n=12 1.52%	n=6 0.76%	n=194 24.65%	n=575 73.06%	3.69
University Supervisor	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. The US and I worked as a team. (InTASC 10)	782	n=38 4.86%	n=68 8.70%	n=326 41.69%	n=350 44.76%	3.26

2. The US encouraged my teacher candidate. (InTASC 10)	782	n=22 2.81%	n=31 3.96%	n=310 39.64%	n=419 53.58%	3.44
3. The US maintained contact with me by way of email, phone, text, virtual/physical visits. (InTASC 10)	782	n=38 4.86%	n=63 8.06%	n=290 37.08%	n=391 50.00%	3.32
EPP	Responses	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. Based on my work with the teacher candidate from this institution, I would supervise another candidate from the same institution. (InTASC 10)	767	n=17 2.22%	n=24 3.13%	n=250 32.59%	n=476 62.06%	3.54
2. I would recommend this institution to any individual who was interested in pursuing a teacher preparation program. (InTASC 9)	767	n=16 2.09%	n=24 3.13%	n=264 34.42%	n=463 60.37%	3.53
3. The institution provided me with training (both initial/ongoing and virtual/physical) for my role as a cooperating teacher. (InTASC 9)	767	n=14 1.83%	n=32 4.17%	n=299 38.98%	n=422 55.02%	3.47
4. Other than my role as the cooperating teacher, the institution involves me in other aspects of the teacher preparation program, including other clinical preparation processes, continuous improvement, and evaluation of the program. (InTASC 10)	767	n=38 4.95%	n=137 17.86%	n=313 40.81%	n=279 36.38%	3.09
5. I was involved with co-construction and co-selection of the clinical preparation of the institution's candidates. (InTASC 10)	767	n=72 9.39%	n=248 32.33%	n=236 30.77%	n=211 27.51%	2.76

Table 135
2020-2021 Cooperating Teacher Survey Contextual Information

		Count	Percentage
Gender	Female	728	87.71%
	Male	96	11.57%
	Non-binary	1	0.12%
	Prefer not to answer	5	0.60%
Ethnicity	Am Indian/Alaska Native	2	0.24%
	Asian/Pacific Islander	5	0.60%
	Black/African American	133	16.02%
	Hispanic	2	0.24%
	Multiple	8	0.96%
	White	656	79.04%
	Choose not to disclose	24	2.89%
Years of Experience	0-5 years	66	7.95%
	6-10 years	200	24.10%
	11-15 years	195	23.49%
	16-20 years	145	17.47%
	More than 20 years	224	26.99%
Number of Teacher Candidates Supervised Prior to this Teacher Candidate	0	267	32.17%
	1-5	404	48.67%
	6-10	108	13.01%
	More than 10	51	6.14%
Number of University Supervisor Observations (face-to-face/virtual)	Zero	57	6.87%
	One	32	3.86%
	Two	266	32.05%
	Three	155	18.67%
	Four	159	19.16%
	Five	59	7.11%
	Six	29	3.49%
	Six Plus	26	3.13%
	Blank	47	5.66%
Responses	Emailed	1387	
	Completed Responses	767	
	Response Rate		55.30%

SECTION XIII. Educator Preparation Provider Faculty

Data were provided by each EPP for the total professional education faculty. The 15 EPPs reported 704 total faculty. Out of the 704 faculty members reported, 27.84% (n=196) represented private EPPs while 72.16% (n=508) represented public EPPs. Mississippi State University employed the highest number of faculty (n=183) from the public EPPs while Mississippi College employed the highest number of faculty (n=56) from the private EPPs.

Table 136
2020-2021 Public and Private EPP Faculty

Public EPP		Private EPP	
ASU	10	BMC	18
DSU	43	BU	55
JSU	47	MIL	4
MSU	183	MC	56
MUW	22	RC	5
MVSU	22	TC	6
UM	81	WCU	52
USM	100		
Total	508	Total	196

Figure 67
2020-2021 Public and Private EPP Faculty

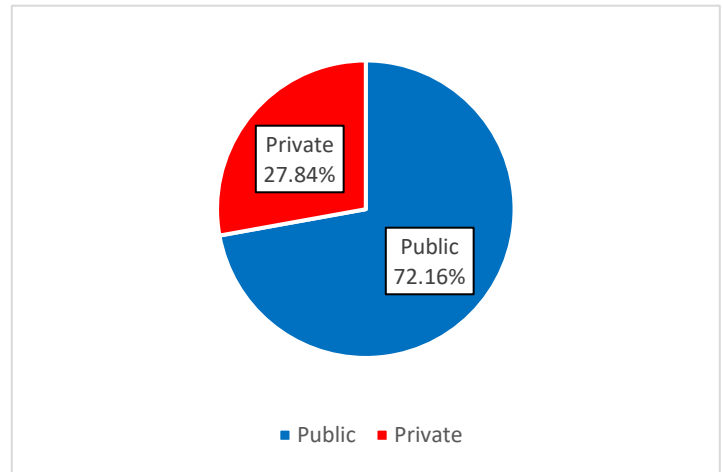
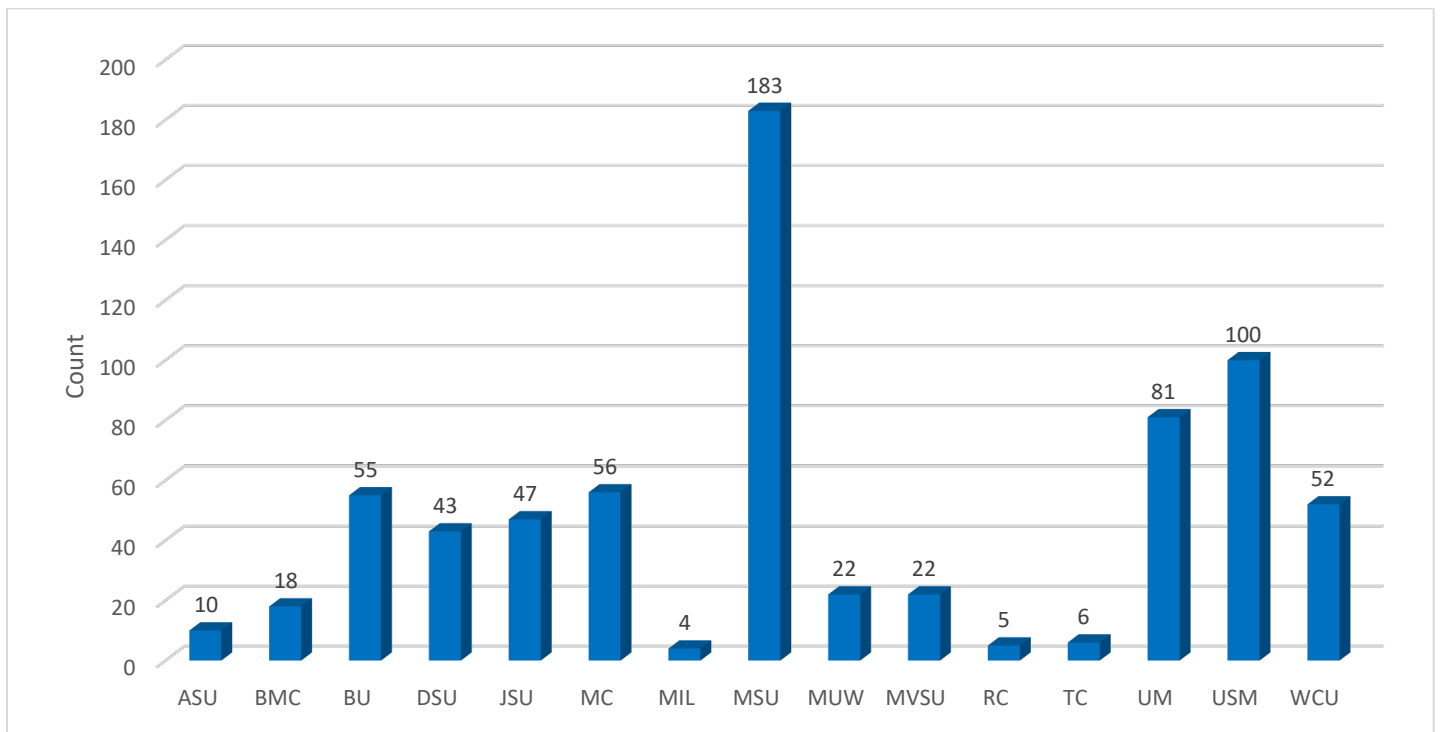


Figure 68
2020-2021 EPP Faculty



EPP Faculty by Gender

In 2020-2021 academic year, 704 professional education faculty were reported as 71.88% female (n=506) and 28.13% males (n=198). Of the 704 professional education faculty, there were 196 faculty employed at a private EPP with 21.31% female (n=150) and 6.53% male (n=46). The public EPPs employed 50.57% female (n=356) and 21.59% male (n=152).

Table 137
2020-2021 EPP Faculty by Gender-Public v. Private

	Public EPP		Private EPP		
	Female	Male	Female	Male	
ASU	9	1	BU	46	9
DSU	37	6	BMC	10	8
JSU	37	10	MIL	4	0
MSU	121	62	MC	45	11
MUW	18	4	RC	3	2
MVSU	13	9	TC	4	2
UM	50	31	WCU	38	14
USM	71	29			
Total	356	152	Total	150	46

Figure 69
2020-2021 EPP Faculty by Gender

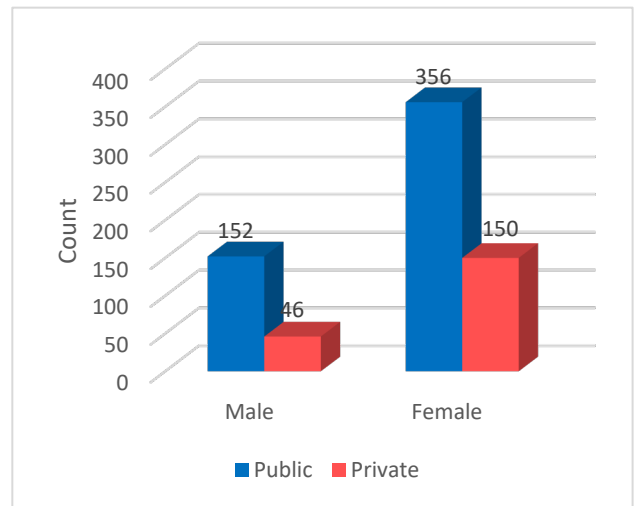
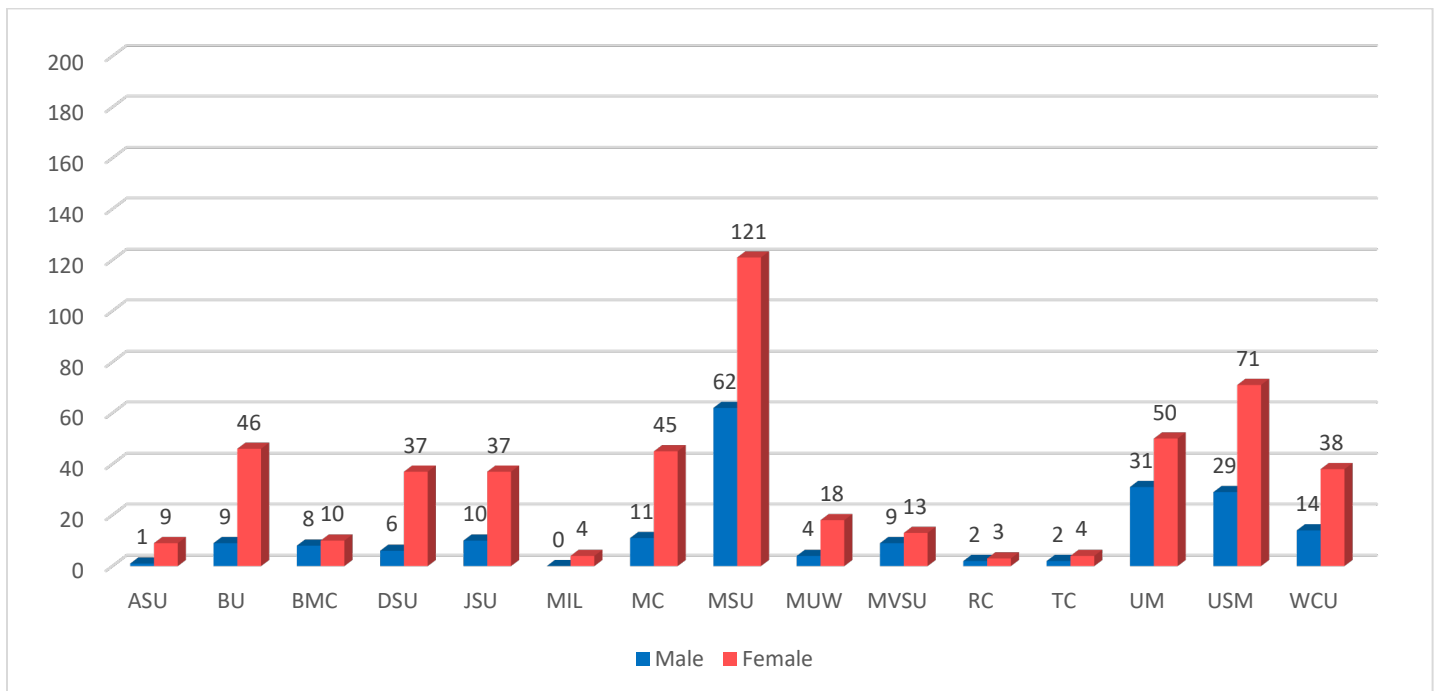


Figure 70
2020-2021 EPP Faculty by Gender



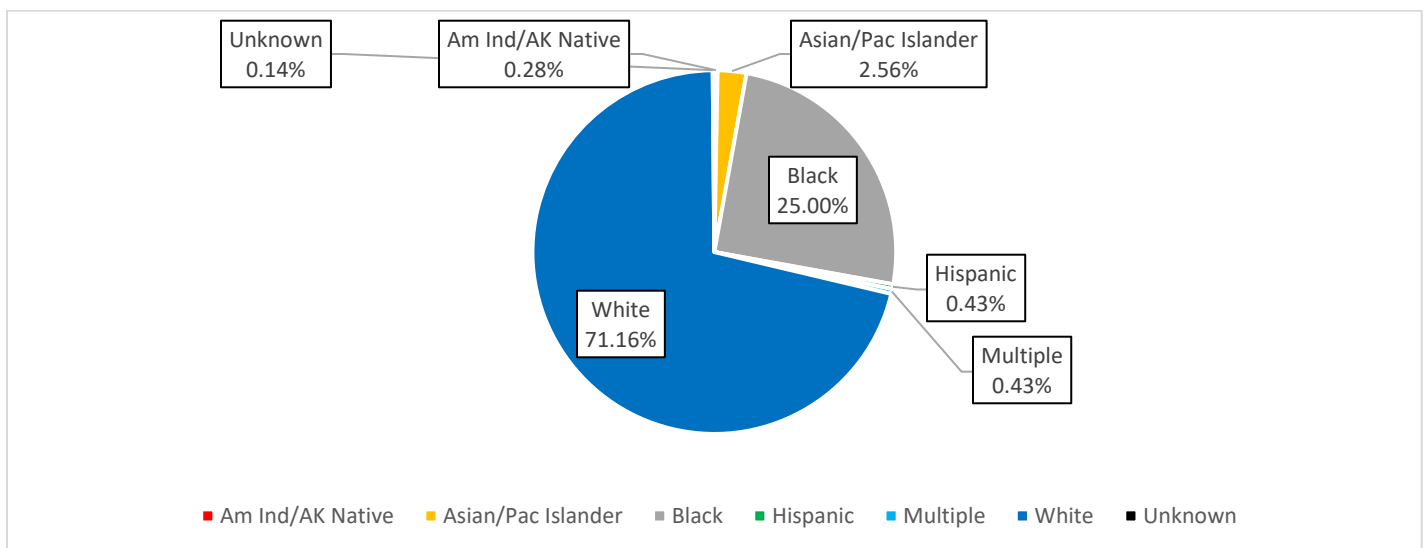
Teacher Education Faculty by Ethnicity

During the 2020-2021 year, there were 704 professional education faculty teaching at the 15 EPPs with 71.16% (n=501) white ethnicity followed by 25.00% (n=176) Black ethnicity.

Table 138
2020-2021 EPP Faculty by Ethnicity

EPP	Am Indian/Alaska Native	Asian/Pacific	Black	Hispanic	Multiple	White	Unknown	Total
ASU	0	0	9	0	0	1	0	10
BU	0	0	25	0	0	30	0	55
BMC	0	0	1	1	0	16	0	18
DSU	0	0	7	0	1	35	0	43
JSU	2	0	42	0	0	3	0	47
MIL	0	0	1	0	0	3	0	4
MC	0	0	10	0	0	46	0	56
MSU	0	12	27	2	1	140	1	183
MUW	0	0	2	0	1	19	0	22
MVSU	0	2	19	0	0	1	0	22
RC	0	0	5	0	0	0	0	5
TC	0	0	6	0	0	0	0	6
UM	0	1	9	0	0	71	0	81
USM	0	3	8	0	0	89	0	100
WCU	0	0	5	0	0	47	0	52
Total	2	18	176	3	3	501	1	704

Figure 71
2020-2021 EPP Faculty by Ethnicity



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

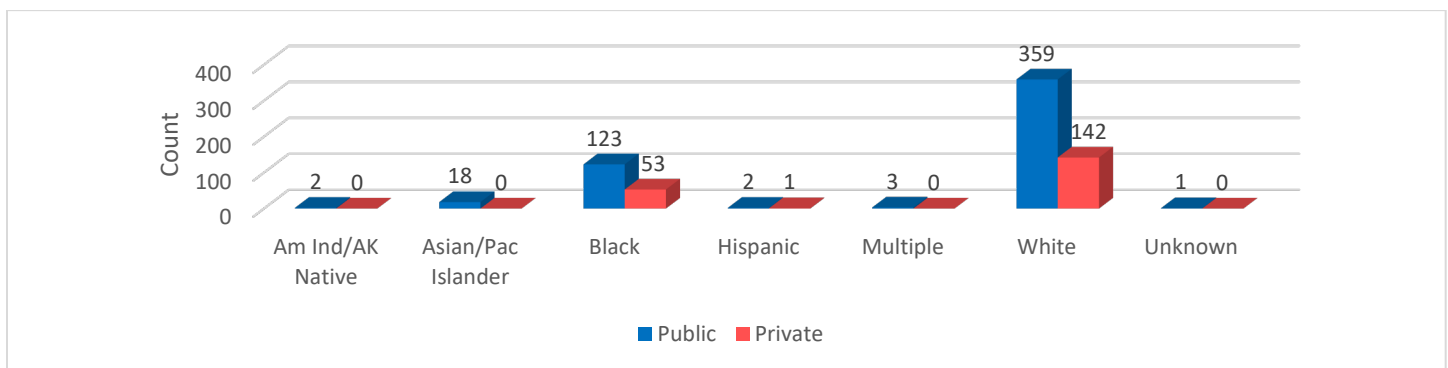
Table 139
2020-2021 EPP Faculty by Ethnicity-Public

Public EPP	Am Indian/Alaska Native	Asian/Pacific	Black	Hispanic	Multiple	White	Unknown	Total
ASU	0	0	9	0	0	1	0	10
DSU	0	0	7	0	1	35	0	43
JSU	2	0	42	0	0	3	0	47
MSU	0	12	27	2	1	140	1	183
MUW	0	0	2	0	1	19	0	22
MVSU	0	2	19	0	0	1	0	22
UM	0	1	9	0	0	71	0	81
USM	0	3	8	0	0	89	0	100
Total	2	18	123	2	3	359	1	508

Table 140
2020-2021 EPP Faculty by Ethnicity-Private

Private EPP	Am Indian/Alaska Native	Asian/Pacific	Black	Hispanic	Multiple	White	Unknown	Total
BU	0	0	25	0	0	30	0	55
BMC	0	0	1	1	0	16	0	18
MIL	0	0	1	0	0	3	0	4
MC	0	0	10	0	0	46	0	56
RC	0	0	5	0	0	0	0	5
TC	0	0	6	0	0	0	0	6
WCU	0	0	5	0	0	47	0	52
Total	0	0	53	1	0	142	0	196

Figure 72
2020-2021 EPP Faculty by Ethnicity-Public v. Private



Professional Education Faculty by Degree Earned

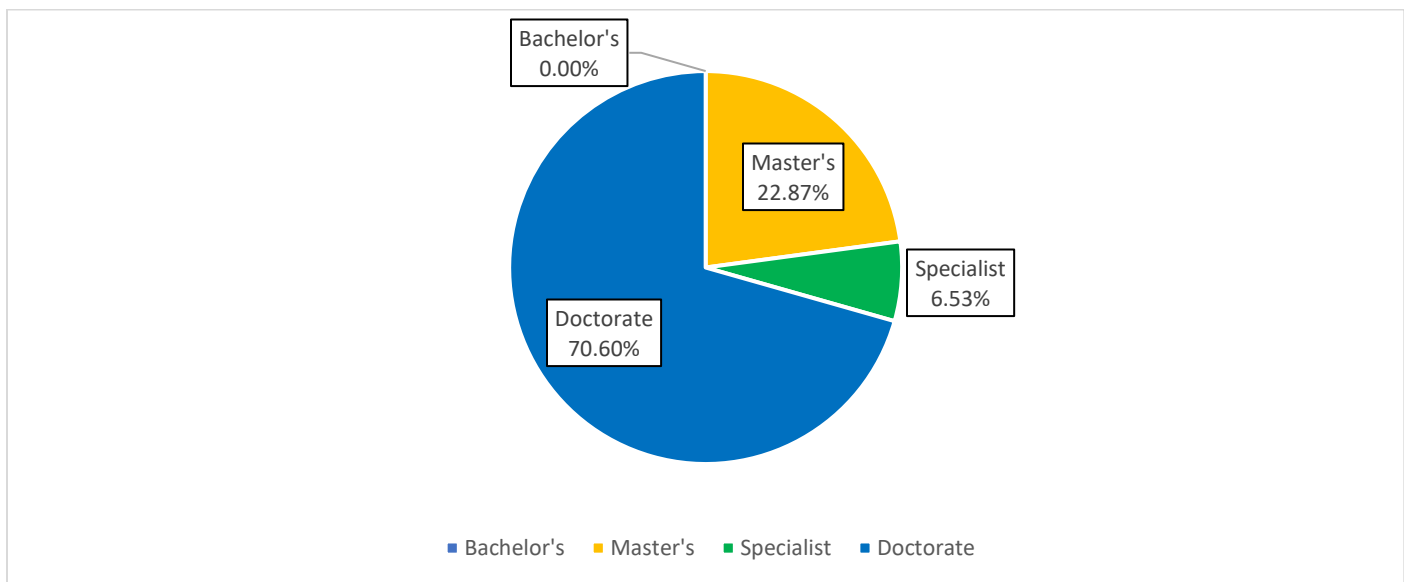
The following table shows the degrees earned by EPP education faculty. Out of the 704 professional education faculty, 70.60% (n=497) hold doctorate degrees.

Table 141
2020-2021 EPP Faculty by Degree Earned

EPP	Bachelor's	Master's	Specialist	Doctorate
ASU	0	1	0	9
BU	0	1	5	49
BMC	0	6	1	11
DSU	0	8	8	27
JSU	0	1	1	45
MIL	0	2	0	2
MC	0	16	2	38
MSU	0	73	17	93
MUW	0	8	1	13
MVSU	0	4	0	18
RC	0	1	0	4
TC	0	1	0	5
UM	0	22	0	59
USM	0	15	5	80
WCU	0	2	6	44
Total	0	161	46	497

71%
EPP Faculty
Hold Doctorate
Degrees

Figure 73
2020-2021 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 704 faculty members, the largest group by field and/or specialty areas was listed Administration with 143 faculty, followed closely by Elementary Education with 122, and Curriculum Instruction with 54.

Table 142
2020-2021 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)	3	18	2	6	21	0	14	38	2	0	0	0	13	8	18	143
Art	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Business	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	3
Curriculum Instruction	0	1	0	2	0	0	4	17	0	5	0	0	0	7	18	54
Dancing	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Drama/Theater	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Dyslexia	0	0	0	0	0	1	5	0	0	0	0	0	0	2	2	10
Early Childhood Education	2	0	0	0	1	0	1	1	0	3	0	2	2	0	1	13
Elementary Education	1	24	0	0	0	0	0	17	0	0	0	1	0	0	0	43
English	2	9	3	17	9	0	2	19	11	0	4	0	24	20	2	122
Gifted	0	1	2	2	0	0	3	4	1	1	0	0	4	3	0	21
Hearing Disability	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	3
Instruct Sys & Workforce Development	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Library/Media	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Literacy/Reading	0	0	0	0	0	0	1	0	1	0	1	0	3	2	0	4
Marketing	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Mathematics	0	0	2	2	0	0	2	4	1	3	0	0	7	5	1	27
Music Education	0	0	1	2	1	0	2	14	1	1	0	1	5	8	0	36

Field or Specialty Area	ASU	BU	BMC	DSU	JSU	MIL	MC	MSU	MUW	MVSU	RC	TC	UM	USM	WCU	Total
Physical Education	0	0	2	2	1	0	4	23	0	4	0	2	3	2	4	47
Psychology (Education/School)	0	0	0	1	1	1	1	7	1	1	0	0	0	5	0	18
School Counseling	2	0	0	4	5	0	9	14	0	0	0	0	6	2	0	42
Science	0	0	3	1	0	0	1	1	1	0	0	0	2	7	0	16
Secondary Education	0	0	0	0	0	0	0	5	0	0	0	0	0	2	0	7
Social Studies/History	0	0	1	0	0	0	1	5	1	0	0	0	2	2	0	12
Special Education	0	2	0	4	7	1	0	10	0	2	0	0	10	8	5	49
Statistics	0	0	0	0	0	0	1	0	0	0	0	0	0	5	1	7
Teaching and Learning	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
World Language	0	0	1	0	0	0	0	0	1	0	0	0	0	5	0	7
Total	10	55	18	43	47	4	56	183	22	22	5	6	81	100	52	704

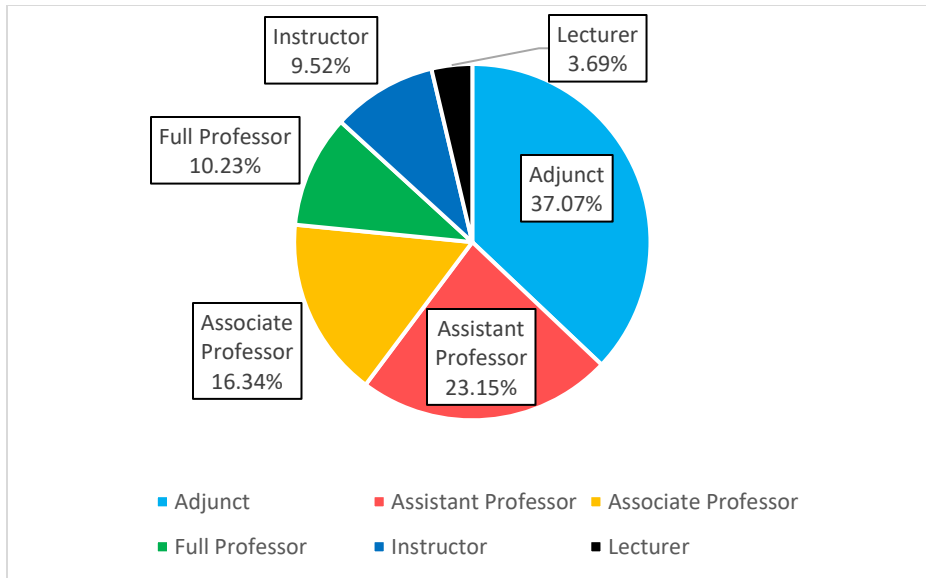
EPP Professional Education Faculty by Faculty Role

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 the highest role at 37.07% (n=261) faculty members with assistant professor as the second largest position at 23.15% (n=163).

EPP	Adjunct	Asst. Professor	Associate Professor	Full Professor	Instructor	Lecturer	Total
ASU	4	3	1	2	0	0	10
BU	45	3	4	3	0	0	55
BMC	3	4	3	4	4	0	18
DSU	17	16	3	0	7	0	43
JSU	22	13	8	3	1	0	47
MIL	3	0	1	0	0	0	4
MC	22	16	10	7	1	0	56
MSU	64	18	27	24	24	26	183
MUW	8	4	4	1	5	0	22
MVSU	5	12	1	3	1	0	22
RC	0	4	0	1	0	0	5
TC	0	2	2	1	1	0	6
UM	28	21	26	4	2	0	81
USM	27	22	17	16	18	0	100
WCU	13	25	8	3	3	0	52
Total	261	163	115	72	67	26	704

Table 143
2020-2021 EPP Faculty by Role

Figure 74
2020-2021 EPP Faculty by Role



10%
EPP Faculty
Full Professor

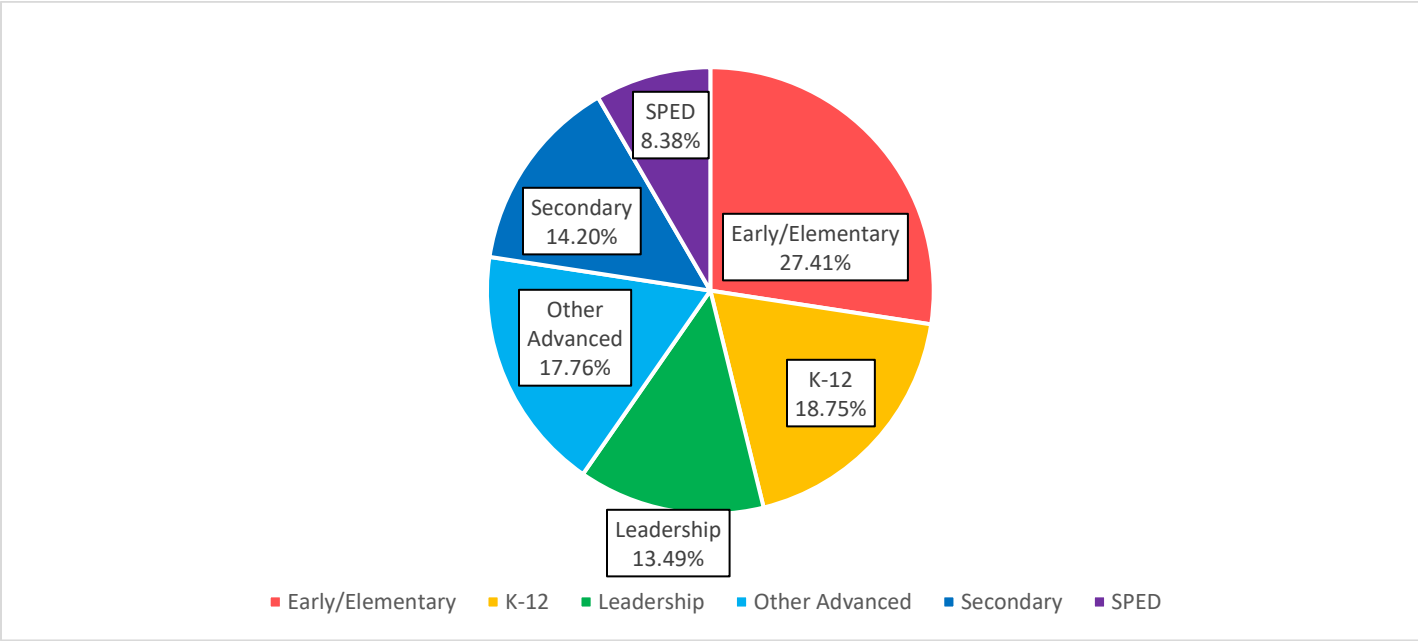
EPP Professional Education Faculty by Current Teaching Assignment

The following table shows the current teaching assignment for the EPP faculty across the 15 EPPs. Out of the 704 faculty, 193 were teaching in the Early Childhood and Elementary Education programs.

Table 144
 2020-2021 EPP Faculty by Current Teaching Assignment

EPP	Early/ Elementary	K-12	Leadership	Other Advanced	Secondary	SPED	Total
ASU	1	7	0	2	0	0	10
BU	0	3	5	47	0	0	55
BMC	5	1	0	1	11	0	18
DSU	18	0	6	5	10	4	43
JSU	9	12	14	4	0	8	47
MIL	1	2	0	0	0	1	4
MC	17	0	10	18	9	2	56
MSU	45	55	23	19	23	18	183
MUW	13	3	2	0	4	0	22
MVSU	9	0	0	2	8	3	22
RC	4	0	0	1	0	0	5
TC	2	4	0	0	0	0	6
UM	33	5	12	6	15	10	81
USM	29	23	7	14	19	8	100
WCU	7	17	16	6	1	5	52
Total	193	132	95	125	100	59	704

Figure 75
 2020-2021 EPP Faculty by Current Teaching Assignment



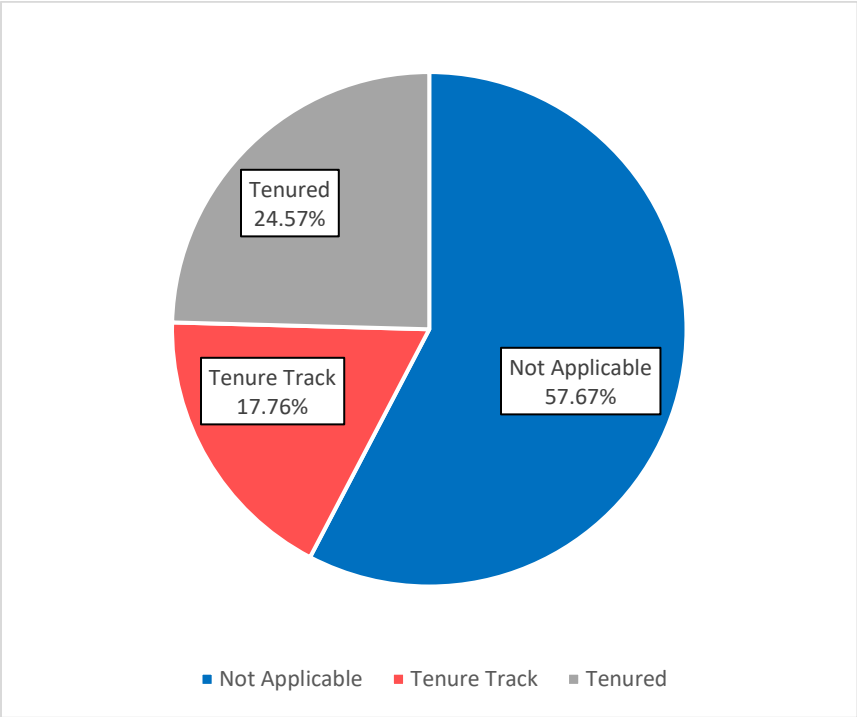
EPP Professional Education Faculty by Tenure Track

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

Table 145
2020-2021 EPP Faculty by Tenure Track

EPP	Not Applicable	Tenure Track	Tenured	Total
ASU	4	4	2	10
BU	45	5	5	55
BMC	18	0	0	18
DSU	24	19	0	43
JSU	25	12	10	47
MIL	3	0	1	4
MC	24	9	23	56
MSU	122	14	47	183
MUW	14	3	5	22
MVSU	7	3	12	22
RC	4	0	1	5
TC	2	1	3	6
UM	40	8	33	81
USM	55	18	27	100
WCU	19	29	4	52
Total	406	125	173	704

Figure 76
2020-2021 EPP Faculty by Tenure Track



25%
**Faculty
 Members
 Tenured**

EPP Professional Education Faculty by Active License

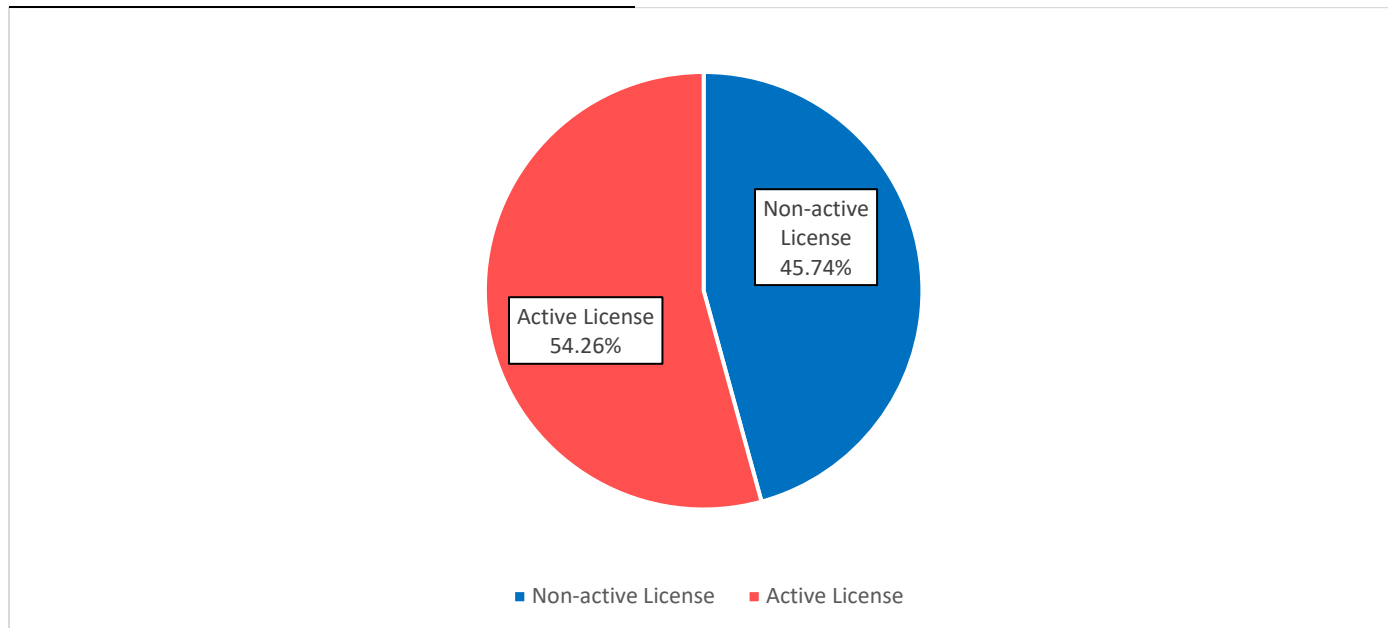
The following table shows the number of EPP education faculty across the 15 EPPs who hold an educator license in the state. Out of the 704 faculty, 45.74%% (n=322) faculty members do not have an active educator license and 54.26% (n=382) have an active educator license.

Table 146
2020-2021 EPP Faculty by Active License

EPP	No	Yes	Total
ASU	1	9	10
BU	13	42	55
BMC	4	14	18
DSU	23	20	43
JSU	28	19	47
MIL	0	4	4
MC	7	49	56
MSU	112	71	183
MUW	9	13	22
MVSU	14	8	22
RC	0	5	5
TC	3	3	6
UM	32	49	81
USM	72	28	100
WCU	4	48	52
Total	322	382	704

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

Figure 77
2020-2021 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 704 faculty, 55.40% (n=390) faculty members were not identified as clinical faculty, and 44.60% (n=314) were identified as clinical faculty.

Table 147
2020-2021 EPP Clinical Faculty

EPP	Non-Clinical	Clinical	Total
ASU	3	7	10
BU	32	23	55
BMC	14	4	18
DSU	16	27	43
JSU	36	11	47
MIL	3	1	4
MC	17	39	56
MSU	110	73	183
MUW	11	11	22
MVSU	17	5	22
RC	4	1	5
TC	4	2	6
UM	47	34	81
USM	49	51	100
WCU	27	25	52
Total	390	314	704

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

Figure 78
2020-2021 EPP Clinical Faculty

