

Cumberland University

2015 Report Card on the Effectiveness of Education Preparation Providers (EPPs)

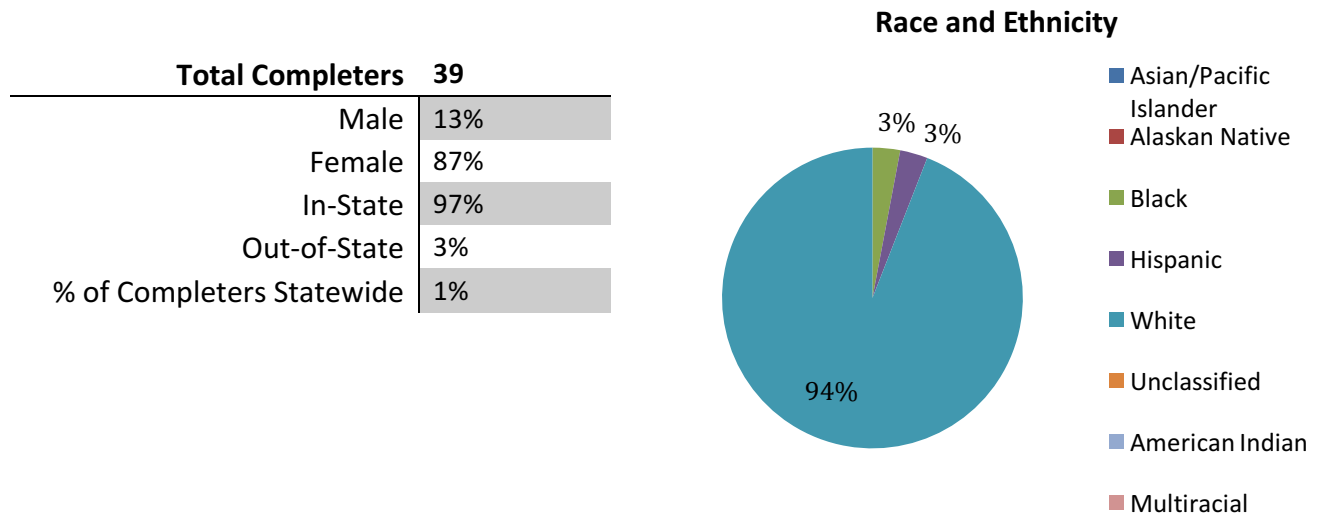


Cumberland University is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Location: Lebanon, TN

Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Most Frequent Endorsement Issued:	Elementary

2013-2014 EPP Completer Demographics



Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	15	Elementary Education and Teaching
Master’s Degree & License	12	Teacher Education and Professional Development, Specific Subject Areas, Other
Non-degree Licensure	12	

Initial License Type

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is a provisional license issued at the request of a local education agency. Transitionally licensed teachers complete licensure requirements while employed. The Transitional license is issued for one year and may only be renewed twice. Transitional license candidates must hold a Bachelor’s degree; however, the degree might have been conferred by an institution other than the educator preparation provider recommending the candidate for licensure. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally-accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure.

Initial License Type	Completers
Apprentice	28
Transitional	11
Total	39

2013-2014 EPP Completer Academic Information

Below is a summary of academic performance of completers prior to and during preparation. Standardized test averages and percentages reported are calculated based on the relevant degree-level tests. Only degree-seeking students are included. *Note: Data is not provided for measures where there are less than 5 completers.*

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N	Min-Max	Average	N	Average	N	Average	N
Final GPA	3.66	39	2.68-4.00	3.69	28	3.57	11	3.58	3813
Major GPA								3.64	1656
High School GPA	3.35	14	2.06-4.00	3.46	10			3.43	1968
ACT Composite	22.1	19	17-29	22.9	15			23.1	2056
ACT Reading	22.9	18	17-31	24.0	14			23.8	1897
ACT Science	21.8	17	16-29	22.2	13			22.5	1897
ACT English	21.9	18	15-31	23.0	14			23.8	1906
ACT Math	20.1	18	14-28	20.6	14			21.7	1906
SAT Cumulative								1141	258
SAT Math								570	247
SAT Verbal								567	248
GRE Composite								1078	250
GRE Math								561	268
GRE Verbal								510	269
MAT Score	387	15	366-415	390	11			403	249

2013-2014 EPP Completer Licensure Assessment Data

Candidates for a Tennessee teaching license are required to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessments. In addition, Tennessee requires all teacher candidates seeking licensure take the Principles of Learning and Teaching (PLT) exam and specific content area exams. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	176	100%
Core Writing	162	174	100%
Core Math	150	173	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Total Program Completers	31	30	97%
• Apprentice License Completers	20	20	100%
• Transitional License Completers	11	10	91%

Retention Data (Cohorts 2010-2013)

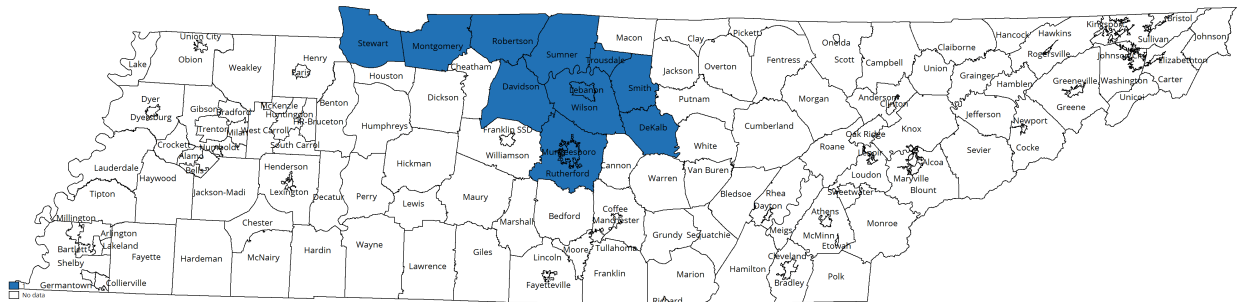
Placement and Retention data reflects the rates of completers for each cohort year listed. The data is based on the program completers in the Personnel Information Reporting System (PIRS). The years below refer to the number of years since the individuals have been eligible to teach. Therefore, the data helps to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. Teaching three out of four years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2010-2011	103	73.8%	60.8%	67.6%	66.2%
2011-2012	62	64.5%	64.5%	66.1%	
2012-2013	63	55.6%	71.4%		
2013-2014	39	66.7%			

2013-2014 EPP Completer Placement Information

The following table and map show the number of completers placed by district in the 2014-2015 school year in Tennessee public schools.

Districts	Completers Placed
<i>Davidson County</i>	4
<i>DeKalb County</i>	2
<i>Lebanon</i>	3
<i>Montgomery County</i>	1
<i>Robertson County</i>	2
<i>Rutherford County</i>	1
<i>Smith County</i>	2
<i>Stewart County</i>	1
<i>Sumner County</i>	3
<i>Trousdale County</i>	1
<i>Wilson County</i>	7



Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of an EPP’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year. *Note: Data is not provided for measures where there are less than 5 completers.*

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this EPP as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS EPP Comparison: The average effectiveness of beginning teachers who completed a program at this EPP as compared to the mean of the average effectiveness for beginning teachers from all teacher EPPs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)			17	32
• Math	+	+	7	27
• Reading/Language			14	30
• Science				23
EOC Composite (High School)			8	24
• Algebra I				9
• Algebra II				4
• Biology				4
• Chemistry				2
• English I				8
• English II				7
• English III				7

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Transitional License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)			8	9
• Math			6	7
• Reading/Language				6
• Science				5
EOC Composite (High School)				13
• Algebra I				5
• Algebra II				3
• Biology				4
• Chemistry				4
• English I				3
• English II				3
• English III				1

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)			25	35
• Math			13	30
• Reading/Language			18	33
• Science			7	28
EOC Composite (High School)	-		11	31
• Algebra I				16
• Algebra II				8
• Biology				9
• Chemistry				10
• English I				11
• English II				11
• English III				8

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Tennessee Value Added Assessment System (TVAAS) Analysis

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this EPP who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year. *Note: Data is not provided for measures where there are less than 5 completers.*

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	11.76		23.53		17
• Math	14.29		14.29		7
• Reading/ Language	14.29		35.71	+	14
• Science					
EOC Composite (High School)	25		12.5		8
• Algebra I					
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

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Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	12.5		25		8
• Math	0		0		6
• Reading/ Language					
• Science					
EOC Composite (High School)					
• Algebra I					
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

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Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	12		24		25
• Math	7.69		7.69		13
• Reading/ Language	22.22		27.78		18
• Science	28.57		28.57		7
EOC Composite (High School)	36.36		9.09		11
• Algebra I					
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

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