2022-23 CAEP Accountability Measures
Initial Programs

The School of Education at Concordia University Ann Arbor has a history of accreditation since 2001. It is instrumental in the Lutheran Christian school community providing qualified teacher candidates to fill teaching positions across the country in private Lutheran Schools as well as public schools. Concordia University Ann Arbor is one of only seven universities in the country that certifies teacher candidates with a Lutheran Teaching Diploma. Our value for Christ-centered faith and learning invites teaching candidates to align their beliefs within instructional settings as they deepen their sense of calling and vocation.

Concordia University Ann Arbor School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP website.

In accordance with Council for the Accreditation of Educator Preparation (CAEP) policy, CAEP uses four CAEP Accountability Measures to provide information on Educator Preparation Provider (EPP) program outcomes and impacts in the field of teacher education to the public.

The information below provides evidence of Concordia University Ann Arbor's quality Educator Preparation Program within the four CAEP Accountability Measures:

Measure 1 (Initial): Completer Effectiveness

Concordia University-Ann Arbor (2022)

Category	Indicator	Points Possible	State Average	EPI Score	Points Awarded
Performance as Classroom Teachers	(3.1) Impact on K-12 Student Learning[3]	15	96%	100.0%	15
	(3.2) Demonstrated Teaching Knowledge	5	90%	96.9%	5

2022-23 Educator Effectiveness Ratings

1. Completer impact on P-12 student-learning growth (R 4.1)

The Michigan Department of Education (MDE) gathers data on program completers who are teaching in Michigan public and charter schools. The first row of the above data chart (3.1) shows that our completers achieved a score of 100% in this category. This indicates that our graduates are consistently having a positive impact on the learning of the students in their classrooms.

A portion of our completers go on to teach in Lutheran schools in Michigan and throughout the country. While we do not currently have a method to quantitatively measure their impact on their students, anecdotal evidence from our Lutheran school partners in the Michigan District of the

Lutheran Church Missouri Synod gives us confidence that these completers are having a similar impact on their students in these non-public school settings.

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2. Completer effectiveness in applying professional knowledge, skills, and dispositions (component 4.2)

The Michigan Department of Education (MDE) gathers data on program completers who are teaching in Michigan public and charter schools. The second row of the above data chart (3.2) shows that our completers achieved a score of 96.9%, which is well above the state average.

Measure 2 (Initial): Satisfaction of Employers and Stakeholder Involvement (R4.2/R5.3

In the 2022-20223 school year, the State of Michigan sent a survey to public school principals to better understand employer satisfaction of CUAA completers. Four out of six principals responded. Below is a chart with a summary of the results:

Category Summaries	State Average*			Concordia University		
	Efficacy	Total N	%	Efficacy	Total N	%
Meeting Student Needs	24572	26532	92.6%	319	341	93.5%
Technology	7061	7236	97.6%	93	93	100.0%
Instructional Strategies and Assessment	20429	21708	94.1%	274	279	98.2%
Professionalism	7205	7236	99.6%	92	93	98.9%
Professional Awareness	16018	19296	83.0%	223	248	89.9%
Diverse Opportunities	4159	4824	86.2%	56	62	90.3%
Clinical Exp & Program Prep	14870	16641	89.4%	198	216	91.7%
Overall	2380	2412	98.7%	31	31	100.0%

As the data above shows, CUAA completers scored above the state average on all but one of the measures and just slightly below the state average on one measure – Professional Awareness. This data, especially the overall score of 100%, clearly supports what we also hear anecdotally from our partners – that employers are consistently satisfied with the work that CUAA completers do in K-12 classrooms.

Measure 3 (Initial): Candidate Competency at Completion (R3.3)

Concordia University Ann Arbor's overall Michigan Test for Teacher Certification (MTTC) pass rate over three cycles of data (2020-2023) is 79% for the initial test taken by a candidate and an

overall 89.1% pass rate. Compared to the State average of 75.3% for the initial test and an overall pass rate of 85.4%. (MTTC Annual Summary of State Results 2020-2023).

MTTC Pass Rates (2020-2023)	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N	% Pass
Concordia University	119	94	79.0	106	89.1
Statewide	20,404	15,370	75.3	17,434	85.4

Measure 4 (Initial): Ability of Completers to Be Hired

The CUAA School of Education reports that from 2019 - 2023, 100% of completers, who responded to the Year-Out Completer's Survey, were hired in education positions for which they had prepared. (Year-Out Completer Survey Responses).

Year-Out Completer's survey Responses	
2019 - 2020	5 (100%) obtained employment in a teaching position
2020-2021	6 (100%) obtained employment in a teaching position
2021- 2022	3 (100%) obtained employment in a teaching position
2022-2023	2 (100%) obtained employment in a teaching position

Completers reported that between 2019- 2023, 0%-66.7% obtained employment in the school districts where they completed their clinical experience (Year-Out Completer Survey Responses).

Year-Out Completer's Survey Response		
QUESTION	**YEAR**	**RESULTS**
Did you obtain employment in the school district where you completed your clinical experience	2019 - 2020	3 (60%) No; 2 (40%) Yes
	2020 - 2021	3 (50%) No; 3 (50%) Yes
	2021 - 2022	1 (33.3%) No; 2 (66.7%) Yes
	2022-2023	2 (100%) No; 0 (0.0 %) Yes