

## 8 Annual Reporting Measures

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 National Council for Accreditation of Teacher Education (NCATE) which merged with the Teacher Education Accreditation Council (TEAC) and is now known as 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 eight annual measures to provide information on Educator Preparation Provider (EPP) program outcomes and impacts in the field of teacher education to the public.

Below are the eight CAEP reporting measures that provide evidence of Concordia University Ann Arbor quality Educator Preparation Program.

### **Program Impact Measures**

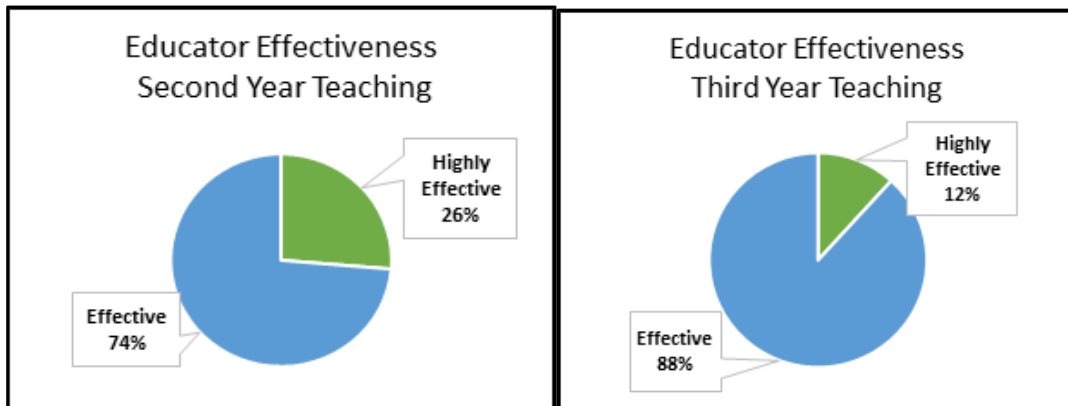
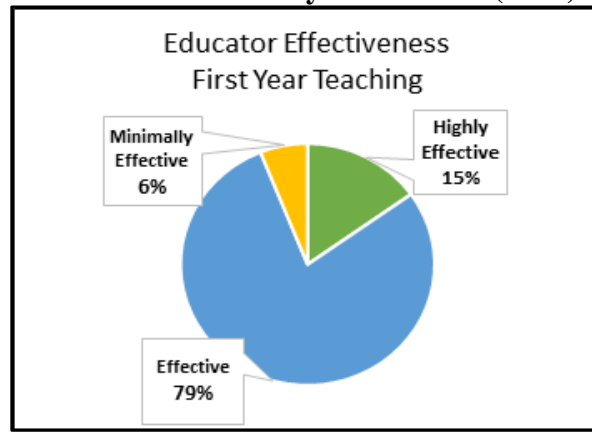
#### **1. Impact on P-12 learning and development (component 4.1)**

Part of the graduation requirement from the Concordia University Ann Arbor (CUAA) School of Education is for teacher candidates to create a Positive Impact Presentation. Within this presentation, candidates demonstrate that they understand how to collect data on student knowledge from a pre-test, develop effective instruction based on standards, and conduct a post-test to determine if their instructional methods made an impact on student learning. Therefore, during the 2019-2020 academic year, CUAA piloted a case study with two completers to determine their teaching impact on P-12 student learning. Completers were asked to create a Completer Positive Impact Data Report on their teaching results. Completers conducted pre- and post- assessments in their classrooms. Based on pre-test data, they implemented instructional methods that included content worksheets, illustrative lessons, small group work and skill review with games and manipulatives. After instruction, they gave a post-test to measure growth. Data results indicated improvement in student skills through higher post-test scores. An analysis of the case study showed that CUAA completers are making a positive impact on student learning. Completers are able to demonstrate impact on student learning. CUAA will replicate this case study in the future to collect data on completer impact on learning and to inform CUAA programming.

## 2. Indicators of teaching effectiveness (component 4.2)

Concordia University Ann Arbor School of Education Educator Effectiveness scores for 2019 represent 2013-2019 data based on Michigan public school reporting to the Michigan Department of Education (MDE). Data indicates that 15% of first year CUAA teachers were considered highly effective, 79% were rated as effective, and 6% were rated as minimally effective. Below is data provided from the MDE regarding CUAA teacher effectiveness for the first three years in the field. During the first three years of teaching, educator effectiveness ratings increased from 79% to 88% that indicate CUAA completers are rated as effective in the field (Educator Effectiveness Survey Results).

### Concordia University-Ann Arbor (2019)



### 3. Satisfaction of employers and employment milestones (component 4.3 and A.4.1)

In the 2019-2020 school year, Concordia University Ann Arbor administered twelve surveys to public school principals to better understand employer satisfaction of CUAA completers. Eight principals responded (66% response rate) to the Michigan Association of Colleges for Teacher Education Principal Survey (MACTE). Data from the principal's survey indicate in 21 of 27 categories that they *somewhat agreed* or *strongly agreed* in the following examples of teacher satisfaction milestones.

- Understand student learning and development
- Respect the diversity of the students they teach
- Differentiate instruction to support the learning needs of all students
- Maintain an environment that is conducive to learning for all students
- Know and understand the content area for which they have instructional responsibility
- Use knowledge of content area(s) to design high-quality learning experiences
- Use instructional strategies to help students connect their prior knowledge and experiences to new concepts
- Design or select assessments to help students make progress toward learning goals
- Analyzed assessment data to understand patterns and gaps in learning for each student and for groups of students
- Use a variety of instructional strategies
- Reflect on their professional practice
- Use technology tools to organize the classroom, assess student learning, and to communicate

Principals were asked *what is your general view of the institutions graduates* from CUAA's School of Education, anecdotal responses included:

- I would speak highly of the program. Very well-rounded teachers and knowledgeable with their areas.
- Teachers who are highly committed to excellent education with an understanding that education is, ultimately, learning about God's created world.
- Positive
- Solid group of young teachers.
- Well prepared.
- Well-prepared for teaching, above average in planning, and great at working with others.
- They are very prepared to be "Lutheran teachers" - they understand the "call."

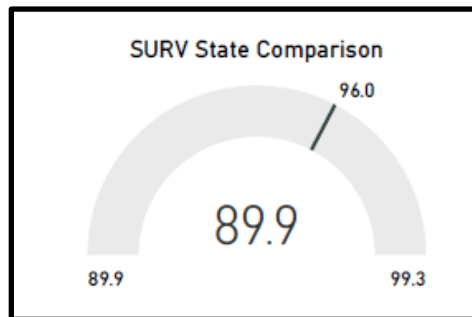
MACTE survey and anecdotal note data demonstrate that employers are satisfied with CUAA completers (MACTE Principal Survey).

#### 4. Satisfaction of completers (component 4.4 and A.4.2)

The Year-Out Completers Survey Responses report that 83.3%-100% of student candidates *strongly agree* and *somewhat agree* that the CUA School of Education program prepared them well for the teaching job market (Year-Out Completers Survey Responses).

Year-Out Completer's Survey Responses						
Question	YEAR	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did not Observe
My program prepared me well for the teaching job market	2017-2018	3 (60%)	2 (40%)	0%	0%	0%
	2018-2019	2 (33.3%)	3 (50%)	2 (33.3%)	0%	0%
	2019-2020	3 (60%)	2 (40%)	0%	0%	0%

The Michigan Department of Education (MDE) surveys new teachers asking them to review university teacher preparation programs. Concordia University Ann Arbor's Teacher Candidate Survey from 2018-2019 reports CUA School of Education program rated at 89.9% in the state, with an overall Teaching Candidate rating of 94% for a *high-quality learning experience* (Concordia 2020 EIPS Report; Teacher Candidate Survey).



Concordia University								
TEACHER CANDIDATE SURVEYS								
	Addressing the							
	High Quality Learning Experiences	Critical Thinking	Connecting Real-World Problems	Needs of Special Populations	Organizing the Learning Environment	Using Technology	Effective Use of Assessments and Data	Field Experiences and Clinical Practice
FW 2018 Total Responses	6	6	6	6	6	6	6	6
SS 2019 Total Responses	6	6	6	6	6	6	6	6
Total TC Responses	12	12	12	12	12	12	12	12
FW 2018 Weight	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
SS 2019 Weight	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
FW 2018 Category Efficacy	1.00	0.94	0.83	0.37	0.78	0.63	0.89	0.73
SS 2019 Category Efficacy	0.88	0.83	0.83	0.60	0.94	0.90	0.94	0.67
Overall TC Category Efficacy	94%	89%	83%	48%	86%	77%	92%	70%
2018-2019 TC Survey Efficacy	80%							

**Program Outcome Measures and Consumer Information**

**5. Graduation rates (Initial and Advanced levels)**

Concordia University-Ann Arbor Office of Institutional Effectiveness reports the School of Education undergraduate six-year graduation rate was 63.6% and 51.5% for a four-year graduation rate in Fall 2015.

CUAA advanced level master’s degree graduation rate was 45% for a 2-3 year degree in Spring 2017 and was 59% for a 1-2 year degree in Fall 2016 (Graduation Rate Information).

UNDERGRADUATE DEGREE GRADUATION RATES School of Education			
Historic 4-Year and 6-Year Rates			
	Enrolled Student Count	6-Year Graduation Rate	4-Year Graduate Rate
Fall 2013	21	61.9%	38.1%
Fall 2014	32	62.5%	40.6%
Fall 2015	33	63.6%	51.5%

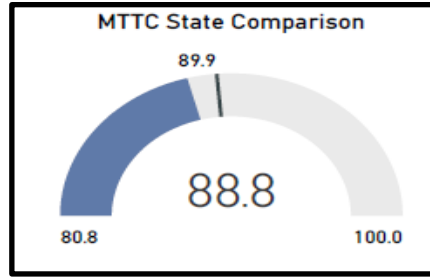
MASTERS DEGREE GRADUATION RATES School of Education									
	Grand Totals Enrolled Student Count	Within 1 Year	1-2 Years	2-3 Years	3-4 Years	4-5 Years	5-6 Years	More than 6 Years	No Master Yet
	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count	Enrolled Student Count
Fall 2013	57	37%	25%	9%	0%	2%	2%	0%	26%
Spring 2014	31	3%	13%	19%	6%	3%	0%	0%	55%
Fall 2014	26	8%	12%	27%	0%	4%	0%	0%	50%
Spring 2015	15	0%	20%	27%	0%	13%	0%	0%	40%
Fall 2015	32	0%	66%	13%	0%	3%	0%	0%	19%
Spring 2016	12	0%	8%	8%	0%	0%	0%	0%	83%
Fall 2016	29	0%	59%	14%	0%	0%	0%	0%	28%
Spring 2017	20	0%	15%	45%	0%	0%	0%	0%	40%

**6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (Initial and Advanced levels)**

Concordia University Ann Arbor’s overall Michigan Test for Teacher Certification (MTTC) pass rate over three cycles of data (2014-2019) is: Elementary 92.7% and Secondary 83.5% (MTTC Data Chart).

Overall Pass Rate for all 3 cycles			
Program	N Taken	N Pass	%
Elementary	124	115	92.70%
Secondary	79	66	83.50%

The State of Michigan Educator Preparation Institution Score Report indicates that CUAA School of Education has an overall MTTC score of 88.8% in the state (Concordia 2020 EPIPS Report).



**7. Ability of completers to be hired in education positions for which they have prepared**

The CUA School of Education reports that in 2020, 100% of completers, who responded to the Year-Out Completer’s Survey, were hired in education positions for which they had prepared. In 2019, 100% of the respondents were hired, and in 2018, 60% of completers responded that they found employment in their content areas. (Year-Out Completer Survey Responses).

Which of the following is true?	2017-2018	3 (60%) responded "I found employment in my content area(s) and was happy with my teaching placement, 2 (40%) responded "none of the above"
	2018-2019	5 (83.3%) responded: "I found employment in my content area(s) and was happy with my teaching placement, 1 (16.7%) responded "I found employment in my content area(s) but was not happy with my teaching placement"
	2019-2020	5 (100%) responded: "I found employment in my content area(s) and was happy with my teaching placement"

Completers reported that between 2017- 2020, 40%-66.7% obtained employment in the school districts where they completed their clinical experience (Year-Out Completer Survey Responses).

Year-Out Completer's Survey Responses		
Question	Year	Results
Did you obtain employment in the school district where you completed your clinical experience?	2017-2018	3 (60%) No ; 2 (40%) Yes
	2018-2019	2 ( 33.3 %) No; 4 (66.7%) Yes
	2019-2020	3 (60%) No ; 2 (40%) Yes

**8. Student loan default rates and other consumer information (Initial and Advanced levels)**

Concordia University Ann Arbor Office Of Institutional Effectiveness reports that CUAA's overall default rate is: in 2014: 5.4%, in 2015: 5.9%, and in 2016: 5.0% compared to the national average that is 10.1%.

The National Center for Educational Statistics reported that in 2016, the overall institutional default rate at Concordia University Ann Arbor was 5.0% which represents 118 out of 2,322 total borrowers (IES National Center for Educational Statistics-Default Rates).

**THREE-YEAR OFFICIAL COHORT DEFAULT RATES**

<b>FISCAL YEAR</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Default rate	4.6%	5.0%	5.9%
Number in default	110	118	143
Number in repayment	2,371	2,322	2,416

- These default rates apply to all locations of this institution.
- For further information on default rates please visit the [Cohort Default Rate Home Page](#). This school system's six-digit OPE ID is 003842.