

## **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 CUAAs were considered highly effective, 79% were rated as effective, and 6% were rated as minimally effective. Below is data provided from the MDE regarding CUAAs 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 CUAAs completers are rated as effective in the field (Educator Effectiveness Survey Results).

### Concordia University-Ann Arbor (2021)

| Category                          | Indicator   | Points Possible | State Average | EPI Score | Points Awarded |
|-----------------------------------|---|-----------------|---------------|-----------|----------------|
| Performance as Classroom Teachers | (3.1) Impact on K-12 Student Learning <sup>3</sup>  | 15              | 98.3%         | 95.8%     | 15             |
|                                   | (3.2) Demonstrated Teaching Knowledge <sup>3</sup> (piloted data only; not included in 2022 PS) | 5               | 93.4%         | 100.0%    | 5              |

<sup>3</sup> 2020-21 Educator Effectiveness Ratings

### 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 CUAAs 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)

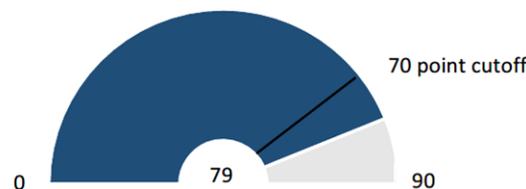
The Year-Out Completers Survey Responses report that 83.3%-100% of student candidates *strongly agree* and *somewhat agree* that the CUAA School of Education program prepared them well for the teaching job market (Year-Out Completers Survey Responses).

| 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 | 2018-2019 | 2 (33.3%)      | 3 (50%)        | 1(16.7%)          | 0%                | 0%              |
|   | 2019-2020 | 3 (60%)        | 2 (40%)        | 0%                | 0%                | 0%              |
|   | 2020-2021 | 2(33.3%)       | 4(66.6)%       | 0%                | 0%                | 0%              |

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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 2020- 2021 reports CUAA School of Education program rated at 87.7% in the state. (Concordia 2022 EPIPS Report; Teacher Candidate Survey).

#### EPI Performance Score Total Points



|              |       |
|--------------|-------|
| Total Points | 79    |
| % of 90      | 87.8% |

## Program Outcome Measures and Consumer Information

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

The graduation rates for the CUAA School of Education cohort beginning in Fall 2016 was reported by the Office of Institutional Effectiveness as follows: The six-year graduation rate was 82.6%, and the four -year graduation rate was reported as 30.4%.

| CUAA School of Education - Undergraduate 4-Yr and 6-Yr Graduation Rates |                            |                        |                        |  |
|---|----------------------------|------------------------|------------------------|--|
| Term  | Distinct Enrolled Students | 6-Year Graduation Rate | 4-Year Graduation Rate |  |
| Fall 2013   | 21                         | 61.9%                  | 38.1%                  |  |
| Fall 2014   | 32                         | 65.6%                  | 43.8%                  |  |
| Fall 2015   | 32                         | 78.1%                  | 53.1%                  |  |
| Fall 2016   | 23                         | 82.6%                  | 30.4%                  |  |

The CUAA advanced level Master’s Degree overall graduation rate for the Cohorts beginning in Fall 2017 and Spring 2018 was 73.8% and 77.8% respectively. Of the 36 total Masters Degrees earned by the Fall 2017-Spring 2018 cohorts, 19 were earned in less than two years, fourteen were earned in two-to-three years, and three were earned in three-to-four years.

| CUAA School of Education Masters Degree Graduation Rates |                          |                               |                         |               |                 |                                    |                  |                             |                            |                           |                     |                     |           |           |           |
|--|--------------------------|-------------------------------|-------------------------|---------------|-----------------|------------------------------------|------------------|-----------------------------|----------------------------|---------------------------|---------------------|---------------------|-----------|-----------|-----------|
| Term   | Total Enrolled in Cohort | Comprehensive Completion Rate |                         |               |                 | Summary of % Earned +/- Four Years |                  |                             |                            | Completion Timing Details |                     |                     |           |           |           |
|  |                          | Master Earned                 | Overall Graduation Rate | No Master Yet | % No Master Yet | Earned Within 4 Years              | % Earned ≤ 4 Yrs | Earned in More than 4 Years | % Earned in mor than 4 yrs | Earned in ≤ 1 Year        | Earned in 1-2 Years | Earned in 2-3 Years | 3-4 Years | 4-5 Years | 5-6 Years |
| Fall 2013  | 57                       | 42                            | 73.7%                   | 15            | 26.3%           | 40                                 | 70.2%            | 2                           | 3.5%                       | 21                        | 14                  | 5                   |           | 1         | 1         |
| Spring 2014  | 30                       | 13                            | 43.3%                   | 17            | 56.7%           | 12                                 | 40.0%            | 1                           | 3.3%                       | 1                         | 3                   | 6                   | 2         | 1         |           |
| Fall 2014  | 25                       | 12                            | 48.0%                   | 13            | 52.0%           | 11                                 | 44.0%            | 1                           | 4.0%                       | 1                         | 3                   | 7                   |           | 1         |           |
| Spring 2015  | 15                       | 10                            | 66.7%                   | 5             | 33.3%           | 7                                  | 46.7%            | 3                           | 20.0%                      | 3                         | 4                   |                     | 2         |           | 1         |
| Fall 2015  | 32                       | 26                            | 81.3%                   | 6             | 18.8%           | 25                                 | 78.1%            | 1                           | 3.1%                       |                           | 21                  | 4                   |           | 1         |           |
| Spring 2016  | 12                       | 3                             | 25.0%                   | 9             | 75.0%           | 2                                  | 16.7%            | 1                           | 8.3%                       |                           | 1                   | 1                   |           | 1         |           |
| Fall 2016  | 28                       | 22                            | 78.6%                   | 6             | 21.4%           | 21                                 | 75.0%            | 1                           | 3.6%                       |                           | 17                  | 4                   |           |           | 1         |
| Spring 2017  | 20                       | 12                            | 60.0%                   | 8             | 40.0%           | 12                                 | 60.0%            |                             | 0.0%                       |                           | 3                   | 9                   |           |           |           |
| Fall 2017  | 30                       | 22                            | 73.3%                   | 8             | 26.7%           | 22                                 | 73.3%            |                             | 0.0%                       |                           | 11                  | 8                   | 3         |           |           |
| Spring 2018  | 18                       | 14                            | 77.8%                   | 4             | 22.2%           | 14                                 | 77.8%            |                             | 0.0%                       |                           | 8                   | 6                   |           |           |           |

### 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 (2018-2021) is 80.9% for the initial test taken by a candidate and an overall 93.6% pass rate. Compared to the State average of 80% for the initial test and an overall pass rate of 88.8%. (MTTC Annual Summary of State Results 2018-2021)

| Institution | N | Attempt Type |        |            |        |
|-------------|---|--------------|--------|------------|--------|
|             |   | Initial      |        | Cumulative |        |
|             |   | N Pass       | % Pass | N Pass     | % Pass |
|             |   |              |        |            |        |

|                             |        |        |      |        |      |
|-----------------------------|--------|--------|------|--------|------|
| <b>Concordia University</b> | 94     | 76     | 80.9 | 88     | 93.6 |
| <b>Statewide</b>            | 13,566 | 10,849 | 80.0 | 12,053 | 88.8 |

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

The CUA School of Education reports that from 2018 - 2021, 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 |             |  |
|---------------------------------------|-------------|--|
| Which of the following is true?       | 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"  |
|                                       | 2020 - 2021 | 6 (100%) responded they obtained employment in a teaching position   |

Completers reported that between 2018- 2021, 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? | 2018-2019   | 2 ( 33.3 %) No; 4 (66.7%) Yes |
|  | 2019-2020   | 3 (60%) No ; 2 (40%) Yes      |
|  | 2020 - 2021 | 3 (50%) No; 3 (50%) Yes       |

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

The National Center for Educational Statistics reported that in 2016, the overall institutional default rate at Concordia University was 5.0% which represents 118 out of 2,322 total borrowers, in 2017 it was 4.6% and in 2018 it reported as 2.4%. The national average for 2018 was 7.3% (Federal Student Aid: National Center for Educational Statistics-Default Rates).

| OPE ID | School   | Type                               | Control | PRGMS           | FY2018                 | FY2017 | FY2016 |      |
|--------|--|------------------------------------|---------|-----------------|------------------------|--------|--------|------|
| 003842 | CONCORDIA UNIVERSITY<br>12800 NORTH LAKE SHORE DRIVE<br>MEQUON WI 53097-2402 | Master's Degree or Doctor's Degree | Private | Both (FFEL/FDL) | Default Rate           | 2.4    | 4.6    | 5    |
|        |  |                                    |         |                 | No. in Default         | 53     | 110    | 118  |
|        |  |                                    |         |                 | No. in Repay           | 2125   | 2371   | 2322 |
|        |  |                                    |         |                 | Enrollment figures     | 10174  | 10826  | 9959 |
|        |  |                                    |         |                 | Percentage Calculation | 20.8   | 21.9   | 23.3 |

