

## 2021-2022 CAEP Accountability Measures Advanced 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 three CAEP Accountability Measures required for Advanced (graduate level) programs:

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

A survey for employers was developed in February, 2020 and distributed in March, 2020. No employers completed the survey because schools closed due to the pandemic shortly after the survey was distributed. There are plans to distribute the survey again in **July, 2023**. **For the purposes of this report, the data are unchanged since April, 2022.**

Concordia University	94	76	80.9	88	93.6
----------------------	----	----	------	----	------

Statewide	13,566	10,849	80.0	12,053	88.8
-----------	--------	--------	------	--------	------

### **Measure 3 (Advanced): Candidate Competency at Completion (R3.3)**

Updated surveys will be distributed in **July, 2023**. **For the purposes of this report, the data are unchanged since April, 2022.**

Sixty-nine surveys were sent to Completers from September, 2017 – June, 2019. Twenty-one were returned for a 30 percent response rate. Half of the respondents were online Candidates (11), 30 percent were blended online and face-to-face (6), and 15 percent were face-to-face only (3). Seventy-nine percent (15) respondents obtained their Administrator's Certificate. Since completing the program, 65 percent (13) of the respondents obtained an administrative and/or leadership position, ranging from Team Leader, Assistant Principal/Dean, Director of Technology, or Building Principal. Over 60 percent of the respondents agreed or strongly agreed that the coursework prepared them well in each of the CAEP Proficiencies. Respondents indicated that as a result of the Master of Science in Educational Leadership (MSEL) program, they are prepared in their knowledge, skills, and professional dispositions to effectively lead a school. Additionally, data were collected from 2015 – 2020 to determine the number of Completers acquiring administrative positions.

Completers reported that the two research courses and the internship challenged them the most. Ninety-nine percent agreed or strongly agreed that the curriculum provided the experience and skills to be a successful school leader, while 73 percent reported that there were sufficient opportunities for practical application of the content/theories to their school setting. In addition, 94 percent agreed/strongly agreed there were sufficient opportunities to develop decision-making skills. Learning how to supervise curriculum was reported as 69 percent who agreed/strongly agreed, and 97 percent agreed/strongly agreed that they learned the basics about supervising personnel.

Seventeen of the respondents considered themselves effective in collecting, analyzing, and interpreting school data as a result of the assessment assignments in the courses. Fifteen of the completers reported that the coursework gave them the resources and skills to be able to handle moral, ethical, and legal decisions. Being capable to provide leadership in professional learning communities with all stakeholders was reported by 15 of the 21 (70 percent). Ninety-six percent of the respondents agreed/strongly agreed that the internship was very challenging, but stretched their knowledge. Ninety-nine percent of the respondents valued the opportunities to plan internship activities with the Internship Supervisor and the On-Site Administrator/Mentor.

#### **Measure 4 (Advanced): Ability of Completers to Be Hired**

**Updated surveys will be distributed in July, 2023. For the purposes of this report, the data are unchanged since April, 2022.**

Concordia University developed a Residency Partnership with an urban school district in Eastpointe, MI. In cohort 1, there were four completers. Three of the four completers are still employed in the Eastpointe Community School District, for a rating of 75 percent. Although only three of the four completers are still employed at Eastpointe Community Schools, all four of the completers are gainfully employed and using the skills and training that they gained in the residency program.

Between 2015 and 2020, there were 45 completers who returned data indicating their employment status following the completion of the Master of Science in Education Leadership program and the School Administrator Certificate Program. The following table documents the Completers' administrative positions:

	Building Principal	Assistant Principal	Directors of Early Childhood Centers	Supervisors of Special Education	Other Administration or Leadership Position
N	12	18	2	3	10
Percent	27%	40%	4%	7%	22%

The types of schools in which the Completers obtained positions include the following:

	Public	Charter	Christian	Other
N	27	12	4	2
Percent	60%	27%	9%	4%