

CAEP Annual Reporting Measures

The Council for the Accreditation of Education Preparation (CAEP) has eight annual reporting measures used to help inform the public on performance outcomes and program impact of the teacher education program. The eight measures for the undergraduate program with links to the data are listed below.

1. Impact on P-12 learning and development

McPherson College asked recent completers to participate in a case study to assist in gathering data related to P-12 student learning and development. Of those asked, only two agreed to participate. The stress of being a novice teacher while teaching in a pandemic was overwhelming for most. The two who submitted data included pre-test and post-test scores of a recently administered unit. The overall results are presented in the table below.

Class Averages	Pre-test % correct	Post-test % correct	change
Completer A	37	87.25	50.25
Completer B	26.6	80.8	54.20
Overall average	31.8	84.025	52.225

Kansas is one of the states where sharing state assessment and other sorts of data is against regulation. Consequently, the type of data presented above is the primary data we are able to gather. The data above is part of the data collected in a three part case study. In addition to having recent completers submit pre-/post-test scores, these same completers were observed by the Department Chair using the standard student teacher observation form (the Kansas Clinical Assessment Tool) and they participated in a focus group conversation. Other elements of the case study are described in Annual Assessment Measure 2, below.

2. Indicators of teaching effectiveness

Narrative Description of Completer Observations

A plan was created to implement a Case Study with completers that included observations using the Kansas Clinical Assessment Tool (K-CAT). Due to the pandemic, the first-year teachers were too overwhelmed to participate and no completers agreed to participate in fall 2020. The Case study was attempted again in the spring, but only two completers (15 completers in the cohort) agreed to participate. The K-CAT student teaching observation tool was used to gather data on these candidates.

Results of the observation indicate that the two participants were at the target level or higher on all indicators that were observed. The observation tool (the K-CAT) is directly aligned to the 10 InTASC Standards (which are nearly identical to the Kansas Professional Education Standards). There are 45 indicators on the K-CAT. Not all are observable in a 30 minute classroom observation. For example, *communication with families* is not often observable in the classroom setting.

As a stop-gap measure, in December, the EPP requested last-year's completers to send observation materials completed by their employers. Candidates were informed that all data would be kept confidential and would only be shared in an aggregate format. Five candidates responded of the fourteen requested. The response rate was 35.7%. Observations were completed by the completer's supervisor using each district's own assessment materials. The data were compiled by the EPP. Since different assessments were used, the EPP looked for common language and aggregated data as best as possible.

	Novice	Developing	Accomplished	Exemplary
Planning			5	
Implementing lessons		1	4	
Student motivation		2	3	
Communication with students		2	3	
Assessing students		3	2	
Work with diverse needs		1	4	
High expectation of students		3	2	
Content knowledge		3	2	
Innovative use of content		2	2	
Classroom organization			5	
Behavioral standards		2	3	
Interpersonal relationships		2	3	
Sensitive to learner needs			5	
Schools regs and professional responsibilities			5	
Stays current in curriculum and instruction			5	

Completers appear to have strengths in planning, sensitivity to learner, upholding school regulations and professional responsibilities, and staying current in curriculum and instruction. The areas where more completers were rated as developing were: assessing students, maintaining high expectations and content knowledge. The EPP acknowledges a lack of reliability and validity in this data set. This is a temporary assessment. Since there were only two participants in the case study, it seems appropriate to include this as an added data source.

Overall, there seems to be some correlation between strengths of completers. Both the responses to the case study and the supervisor satisfaction survey indicate classroom management as a relative strength. Planning was considered a strength on the employer evaluations (above) as well as in response to the case study.

Relative weaknesses seem to be parent communication and program assessment as identified in the employer satisfaction survey, the completer satisfaction survey and the case study. However, the participants in the case study said they quickly learned how to be more effective in parent communication, but noted the EPP could probably spend more time building those skills in future teachers.

3. Satisfaction of employers and employment milestones

The most recent survey administered in spring 2021 included employers of completers from 2019-20 (first year teachers) and 2017-18 (third year teachers). From the employers of 2019-20 completers, 6 responses were received from a total of 11 surveys distributed for a response rate of 54.5%. Four of five employers of completers from 2017-18 responded for an 80% response rate. Overall, there was a 62.5% response rate with 10 of 16 employers responding.

Employers of completers were asked to reply to *how well prepared they felt the completer was for your first year of teaching* in the following categories. Scale of 1 (very unprepared) to 10 (very well prepared)

	Employers of 19-20 grads n=6/11 54.5%	Employers of 19-20 grads (outlier removed) n=5	17-18 grads n=4/5 80%	Employers of all grads (outlier removed)	Employers of all grads n=10/16 62.5%
Overall?	7.83	8.80	7.25	8.11	7.60
In content or grade level knowledge?	7.50	8.40	7.25	7.89	7.40
In pedagogical knowledge?	7.50	8.40	6.25	7.44	7.00
In your ability to apply what you learned?	7.83	8.80	7.25	8.11	7.60
In your collaboration skills?	7.83	8.60	8.25	8.44	8.00

Classroom management	7.83	9.00	6.75	8.00	7.40
Motivation and student engagement	7.67	8.60	6.75	7.78	7.30
Lesson planning	7.67	8.60	6.25	7.56	7.10
Unit planning	7.67	8.60	6.33	7.75	7.22
Assessment of student learning	7.00	8.00	7.00	7.56	7.00
Program assessment	6.83	7.80	6.75	7.33	6.80
Various teaching styles	7.00	7.80	7.00	7.44	7.00
various learning styles	7.50	8.40	7.00	7.78	7.30
Working with special needs students	7.33	8.20	7.33	7.88	7.33
Other diverse learners	7.67	8.60	6.50	7.67	7.20
Parent communication	6.67	7.20	6.75	7.00	6.70
Communication with colleagues	7.50	8.40	7.75	8.11	7.60

Data analysis. Employer ratings of completers are on a wide spectrum, some were rated very high and others were rated very low. One interpretation of this data is that the program does a good job of preparing candidates, but some candidates did not meet expectations.

One of the completers in 2019-2020 was rated substantially lower than all the others (average rating of 2.94). The highest rating for that candidate on any indicator was a 4. In contrast, one of the other completers in that same cohort was rated a 10 (highest) on all categories. The low scoring candidate was considered an outlier as was omitted for the second column of data.

There were only four sets of data for the completers from 2017-18. Two of them were rated low (average 3.77 and 5.2) and the other two were rated high (average 9.24 and 9.47).

Overall, employers were more pleased than displeased with completers. Classroom management and communication with colleagues are rated as relative strengths of completers. Parent communication and program assessment are relative weaknesses. However, with the data provided, there is no one indicator that could be considered a strength or a weakness between both groups of completers. In fact what is a relative strength of one group is a weakness for the other.

Employment milestones: All six completers from 2017-18 continue teaching. Three have switched positions or districts, but there is a 100% persistence rate.

4. Satisfaction of completers

The most recent survey administered in spring 2021 included completers from 2019-20 (first year teachers) and 2017-18 (third year teachers). From the 2019-20 completers, 11 responses were received from a total of 15 surveys distributed for a response rate of 73.3%. Six of seven completers from 2017-18 replied for an 85.7% response rate. Overall, there was a 77.3% response rate with 17 of 22 responses received.

Completers were asked to reply to *how well prepared did you feel for your first year of teaching* in the following categories. Scale of 1 (very unprepared) to 10 (very well prepared)

	19-20 grads n=11/15 73.3%	17-18 grads n=6/7 85.7%	All grads n=17/22 77.3%
Overall?	6.50	7.50	6.86
In content or grade level knowledge?	7.10	8.50	7.63
In pedagogical knowledge?	7.50	8.50	7.88
In your ability to apply what you learned?	7.70	8.33	7.94
In your collaboration skills?	8.60	9.50	8.94

Specifically, how well prepared did you feel for your first year of teaching in the following items? Scale of 1 (very unprepared) to 10 (very well prepared)

Classroom management	6.70	8.33	7.31
Motivation and student engagement	7.40	8.33	7.75
Lesson planning	7.50	8.83	8.00
Unit planning	7.10	8.50	7.63
Assessment of student learning	7.50	8.50	7.88
Program assessment	6.90	7.83	7.25
Various teaching styles	7.40	7.33	7.38
various learning styles	8.10	9.17	8.50
Working with special needs students	6.40	7.33	6.75
Other diverse learners	6.80	7.83	7.19
Parent communication	6.30	7.17	6.63
Communication with colleagues	8.20	9.17	8.56

Analysis

On average, the completers in their third year of teaching rated themselves a point higher than the first year completers on all indicators. The items highlighted in green indicate the top three highest rated items. The items in red are the lowest rated. These could be interpreted as relative strengths and weaknesses. For the second year in a row, communication with colleagues is the highest rated indicator. The three lowest rated indicators (parent communication, working with special needs students, and working with other diverse learners) were the three lowest last year.

5. Graduation rates

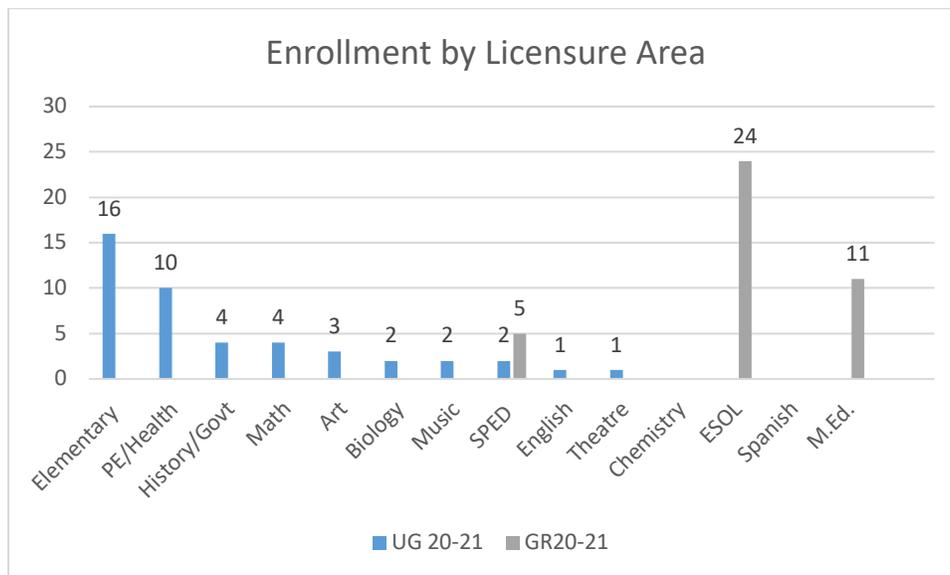
The first step toward graduation is retention in the program. To that end, the annual retention report identifies the number of candidates who apply each semester to the teacher education program. Retention and attrition rates for each cohort are identified in each column.

This data are generally shared with the Teacher Education Board for review and analysis each February at the monthly meeting. These data are also shared with the advisory board at its May/June meeting.

	F2015		S2016		F2016		S2017		F2017		S2018		F2018		S2019		F2019		S2020		F2020		S2021	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
# of applicants to TEP	5		6		10		4		17		10		15		13		12		9		9		7	
# / % accepted	1	20%	3	50%	3	30%	2	50%	3	18%	6	60%	4	27%	6	46%	4	33%	7	78%	5	56%	4	57%
# / % restricted acceptance	4	80%	2	33%	5	50%	2	50%	13	76%	4	40%	10	67%	4	31%	7	58%	2	22%	4	44%	1	14%
# / % denied	0	0%	1	17%	2	20%	0	0%	1	6%	0	0%	1	7%	3	23%	1	8%	0	0%	0	0%	2	29%
# / % restricted and denied eventually accepted	4	100%	3	100%	6	86%	2	100%	13	93%	4	100%	9	82%	2	29%	7	88%	2	100%	4	100%	0	0%
cumm. # / % fully accepted	5	100%	6	100%	9	90%	4	100%	16	94%	10	100%	13	87%	8	62%	11	92%	9	100%	9	100%	4	57%
# / % completers	4	80%	6	100%	8	80%	3	75%	12	71%	7	70%	7	47%	1	8%	3	25%	0	0%	0	0%	0	0%
# / % dropping program	1	20%	0	0%	2	20%	1	25%	3	18%	1	10%	3	20%	5	38%	2	17%	0	0%	1	11%	0	0%
# / % still in program	0	0%	0	0%	0	0%	0	0%	1	6%	2	20%	5	33%	7	54%	7	58%	9	100%	8	89%	7	100%
total # in program	38		43		41		45		36		47		46		52		34		55		43		50	

Candidates are also tracked by the various licensure areas they are seeking. These data can be found in the chart “Enrollment by Licensure Area.” Each year approximately 50% of candidates are seeking the elementary endorsement and the other half are split among the P-12 and secondary licensure areas. The gray bars indicate those in the graduate level licensure areas. Twenty-one candidates in ESOL are from the Hutchinson USD 308 cohort, two are from the McPherson USD 418 cohort, and one is in the combined UG/GR program. Eleven of those seeking the graduate ESOL or SPED endorsement are also seeking the master’s degree.

Enrollment in licensure areas as of April 2021



The six-year graduation rate for the institution is identified below. The EPP does not disaggregate the graduation rate for completers alone.

Graduation Rates

6-Year Graduation Rates*

Academic year cohort	2006	2007	2008	2009	2010	2011	2012	2013	2014
Overall	52%	51%	48%	44%	37%	36%	37%	41%	38%
Women	61%	60%	49%	57%	48%	39%	51%	41%	36%
Men	46%	43%	48%	43%	31%	33%	24%	39%	39%
Athletes	51%	49%	46%	**	**	**	**	**	**

*Graduation Completion rates represent the percentage of entering students for a given year who completed their programs or graduated within 150% of the normal time to complete a program or degree. Six years is considered 150% of the time to complete the four year bachelor's degree. The 150% guideline is established by federal Higher Education Amendment (HEA) legislation in 1990 and 1992.

**unknown at the time of reporting.

6. Ability of completers to meet licensing and any additional state requirements; Title II.

The following data are taken directly from the 2020 Title II report (data from AY2019-2020). The discrepancy in the N is due to ETS recording only data for completers who take the exams of a given year, while the EPP records the data by completion year, not test year. For example, if a completer does not take or pass an exam in the same year of completion, but rather the following year, that completer is considered as passing by the EPP. There may be a lag in the data depending on when a completer takes the exam.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	5		
All program completers, 2018-19	11	11	100
All program completers, 2017-18	11	10	91

The EPP tracks more specific data disaggregated by licensure area. However, due to the small size of the EPP, it is rare to have more than 10 candidates take an assessment in a year.

PLT report

	Cut Score	Mean Score	Overall Pass Rate	2016-17		2017-18		2018-19		2019-2020	
				Pass Rate	avg. score						
PLT K-6											
	160	169.9	90.0%	2/3=67%	165	6/6=100%	171	9/10=90%	174.4	2/2=100%	169
PLT 7-12											
	160	173.0	92.0%	4/4=100%	171	4/5=80%	172	1/1=100%	177	2/2=100%	172
Middle Level											
	160										
	Overall pass rate		98.00%	6/7=86%		10/11=91%		10/11=91%		4/4=100%	

NOTE: not all candidates pass the exam on the first or even second attempt. Candidates may be offered a one-year non-renewable license if they have not passed all exams.

Praxis Content exam

Content Area	Cut Score	Overall Average Score	Overall Pass Rate	2016-17		2017-18		2018-19		2019-2020	
				Pass Rate	average score	Pass Rate	average score	Pass Rate	average score	Pass Rate	average score
Elementary, K-6											
Elementary Education (OI)	153	169	100%	2/2=100%	169	5/5=100%	167	7/7=100%	170		
ELED CKT Reading (7812)	159	160	100%	1/1=100%	159					1/1=100%	161
ELED CKT Math (7813)	147	151	67%	0/1=0%	129					2/2=100%	162
ELED CKT Science (7814)	150	166	100%	1/1=100%	150					2/2=100%	174
ELED CKT Soc. St. (7815)	157	155	67%	0/1=0%	131					2/2=100%	167
Secondary 6-12											
Biology	150	156	100%			1/1=100%	154	1/1=100%	158		
Chemistry	152	*142	*0%					*0/1=0%	142		
English Language Arts	162	173	100%	1/1=100%	185	0/1=0%	157			1/1=100%	177
History/Government	158	166	50%	1/1=100%	176					0/1=0%	156
Math	152	153	100%	1/1=100%	153						
Speech/Theatre	148										
PK-12											
Art	160	171	100%					1/1=100%	171		
Health	153										
Music	152	153.5	100%			1/1=100%	155	1/1=100%	152		
Physical Education	148	153.3	100%	1/1=100%	157	2/2=100%	153	2/2=100%	155	1/1=100%	149
Spanish	165	165	100%			1/1=100%	165				
ESOL***	149	157.25	75%	2/2=100%	162			1/1=100%	160	0/1=0%	145
Special Education											
Adaptive	155										
Middle Level											
Math	157	171	*100%	*1/1=100%	171						
Science	150										
	Overall pass rate		89.00%	11/13=85%		10/11=91%		12/12=100%		8/10=80%	

* indicates no formal training from McPherson College

Note: some candidates did not complete the exam on the first or even the second attempt. These were offered a one-year non-renewable license, giving them a year to teach while working to pass the exam.

One licensure candidate from 2016-17 is now taking the ELED CKT Licensure exam. This is a new test since this candidate completed. We now prepare candidates for the new CKT and this candidate did not receive that training. This candidate did not pass two of the four sections.

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

The Employment Rate chart identifies the number of completers for each year and their known employment status. As candidates get further removed from the campus (AY2015-16) it is harder to track them.

Employment rate

Completer Date	N=# completed	Employed in education		Employed out of education		Unknown	
		#	%	#	%	#	%
AY 2015-16	16	13	81.3%	1	6.3%	2	12.5%
AY 2016-17	11	8	72.7%	1	9.1%	2	18.2%
AY 2017-18	12	9	75.0%		0.0%	3	25.0%
AY 2018-19	13	12	92.3%	1	0.0%	0	7.7%
AY 2019-20	15	14	93.3%	1	6.7%	0	0.0%
total	67	56	83.6%	4	6.0%	7	10.4%

8. Student loan default rates and other consumer information

Student loan default rates are not tracked by the EPP, but rather are reported for the institution as a whole. That data can be found below.

COHORT DEFAULT RATES			
THREE-YEAR OFFICIAL COHORT DEFAULT RATES			
FISCAL YEAR	2017	2016	2015
Default rate	12.0%	13.2%	11.2%
Number in default	27	27	31
Number in repayment	225	204	276

- For further information on default rates please visit the [Cohort Default Rate Home Page](#). This school's six-digit OPE ID is 001933.

AID PROGRAMS	
Federal Direct Loan (Direct Loan)	

Additional institutional data can be found in the National Center for Education Statistics webpage at: <https://nces.ed.gov/collegenavigator/?q=mcperson+college&s=KS&z=67460&zd=0&of=3&id=155511>