AIMS report 2023 (21-22 data/completers)

CAEP Annual Reporting Measures
The Council for the Accreditation of Education Preparation (CAEP) has several annual reporting measures used to help inform the public on performance outcomes and program impact of the teacher education program. The M.Ed. at McPherson College leads to the added endorsements of ESOL or SPED. Consequently, CAEP considers this to be part of the initial program, not an advanced program. Data related to the M.Ed. completers are included with these data.

Measure 1
Completer effectiveness and Impact on P-12 learning and development (R4.1)

The EPP asked six recent completers to participate in the case study. Two agreed. Both completers submitted pre-/post-test data (below).

Class Averages	% change in student performance from pre-test to post-test
Completer A	11.4
Completer B	17.6
Overall average	14.5

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 participated in a focus group conversation. Data from the focus group conversation suggest candidates felt prepared, but the realities of application where more challenging than expected. Two themes appeared: student diversity and classroom management. For example, both completers stated they received training in student differences, but working with the wide range of diverse learners was more than they expected. Additionally, both claim to have been taught about trauma informed teaching, but would have benefited from more application of classroom techniques for working with these students. All in all, both completers said they would do it all again and find the greatest joy in seeing student successes.

Measure 2
Satisfaction of employers (R4.2) and stakeholder involvement (R5.3)

During the 2022-23 academic year, the Teacher Education Board convened each month to consider a variety of program related issues included but not limited to applications to the teacher education program, application to student teaching, and changes to the policy and procedures handbook. Members of the Teacher Education Board include: The Department Chair, also serving as Unit Head; Faculty who teach half time or more in the Department of Curriculum and Instruction undergraduate courses; One representative from each Division of the College, including a representative of Social Science in addition to Department of Curriculum & Instruction faculty; Two candidates representing the McPherson College student body (One seeking endorsement in elementary education and one seeking endorsement in secondary education or at the K-12 level); one representative from area public schools, representing K-12 constituents; and the college Registrar, as the officer who finalizes graduation clearance and who serves on Educational Policies Committee.

In early spring 2023, the Teacher Education Board heard feedback from candidates and others regarding standards for admission to the program and revised the language of those policies to create more clarity in the process. The board also discussed concerns from P-12 stakeholders regarding practicum student placements which resulted in adjustments made to the practicum courses which require more accountability and increased communication with cooperating teachers. In February 2023, the board was provided with annual data on current candidates and program completers and discussed ways in which the program might improve recruiting efforts.

Measure 3
Candidate competency at program completion (R3.3)

The KTWS and the KCAT serve as the summative student teaching assessments for the EPP. The Praxis (PLT and Content) exams are required for licensure in Kansas.

Kansas Teacher Work Sample/KTWS

FA2021	N=6
# requiring remediation	2
Avg. Score	53.5
SP2022	**N=8**
# requiring remediation	4
Avg. Score	53.4

Candidates scoring a 1 in any subtask or lower than a 2.5 average for a task must remediate those low areas until a passing score is achieved. Based on these metrics, the minimum acceptable score is a 45.

Kansas Clinical Assessment Tool/ K-CAT

K-CAT Final												
FA2020 n=5	Stand. 1	Stand. 2	Stand. 3	Stand. 4	Stand. 5	Stand. 6	Stand. 7	Stand. 8	Stand. 9	Stand. 10		Total Avg
Avg. for Standard	3.10	2.90	3.10	3.05	2.93	3.16	3.06	2.93	3.10	2.96		3.03
SP2021 n=11	Stand. 1	Stand. 2	Stand. 3	Stand. 4	Stand. 5	Stand. 6	Stand. 7	Stand. 8	Stand. 9	Stand. 10		Total Avg
Avg. for Standard	2.99	2.95	3.04	2.96	2.90	2.95	2.98	2.94	3.05	2.83		2.96
FA2021 n=6	Stand. 1	Stand. 2	Stand. 3	Stand. 4	Stand. 5	Stand. 6	Stand. 7	Stand. 8	Stand. 9	Stand. 10		Total Avg
Avg. for Standard	2.68	2.65	2.70	2.63	2.60	2.64	2.58	2.56	2.79	2.62		2.65
SP2022 n=8	Stand. 1	Stand. 2	Stand. 3	Stand. 4	Stand. 5	Stand. 6	Stand. 7	Stand. 8	Stand. 9	Stand. 10		Total Avg
Avg. for Standard	3.00	2.88	3.14	2.92	2.88	2.95	2.98	2.91	3.00	2.76		2.94
FA2022 n=1	Stand. 1	Stand. 2	Stand. 3	Stand. 4	Stand. 5	Stand. 6	Stand. 7	Stand. 8	Stand. 9	Stand. 10		Total Avg
Avg. for Standard	3.00	3.31	2.80	3.00	2.81	3.00	2.90	3.13	3.38	2.70		3.00
SP2023 n=8	Stand. 1	Stand. 2	Stand. 3	Stand. 4	Stand. 5	Stand. 6	Stand. 7	Stand. 8	Stand. 9	Stand. 10		Total Avg
Avg. for Standard	3.20	3.09	3.21	3.14	3.03	3.18	3.11	3.08	3.16	2.94		3.11
Aggregated Average	3.00	2.96	3.00	2.95	2.86	2.98	2.93	2.92	3.08	2.80		2.95

Praxis-PLT Test

	Praxis PLT Scores		Gender				Race and Ethnicity											
Year	# Taking test	# Passing	Male		Female		Hisp/Lat.		White		Afr. American		Multi-Racial		Asian/Pac. Islander		Native Amer.	
			n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2018-2019	11	11	2	100.00%	9	100.00%	0		8	100.00%	2	100.00%	1	100.00%	0		0	
2019-2020	11	11	2	100.00%	9	100.00%	0		10	100.00%	0		0		1	100.00%	0	
2020-2021	11	11	4	100.00%	7	100.00%	1	100.00%	7	100.00%	2	100.00%	0		1	100.00%	0	
2021-2022	10	9	4	100.00%	6	83.00%	2	100.00%	7	100.00%	0		1	100.00%	0		1	0.00%
2022-2023	8	7	4	75.00%	4	100.00%	1	100.00%	7	86.00%	0		0		0		0	
Total	51	49	16		35		4		39		4		2		2		1	
Overall % Passing		96.08%		95.00%		96.60%		100.00%		97.20%		100.00%		100.00%		100.00%		0.00%

Praxis-Content Tests

Content Test Scores	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		Content Test Scores		
Content Area	Pass Rate	Average Score	Pass Rate	Average Score	Pass Rate	Average Score	Pass Rate	Average Score	Pass Rate	Average Score	Cut Score	Mean Score	Overall pass Rate
Elementary, K-6													
Elementary Educ.	7/7=100%	170	7/7=100%		7/7=100%		3/3=100%		3/3=100%		153		100%
CKT Soc. St.			7/7=100%	167	7/7=100%	175	3/3=100%	173	3/3=100%	166	157	170.3	100%
CKT Science			7/7=100%	177	7/7=100%	168	3/3=100%	175	3/3=100%	172	150	173.0	100%
CKT Read/LA			7/7=100%	173	7/7=100%	169	3/3=100%	170	3/3=100%	168	159	170.0	100%
CKT Math			7/7=100%	164	7/7=100%	166	3/3=100%	156	3/3=100%	157	147	160.8	100%
Secondary 6-12													
Biology	1/1=100%	158					2/2=100%	156			150	157.0	100%
Chemistry	0/1=0%	149									152	149.0	0%
English/Lang. Arts			1/1=100%	177			2/2=100%	168			162	172.5	100%
History/Gov.			1/1=100%	164	0/1-0%	154	1/2=50%	154	1/1=100%	158	158	157.5	60%
Math									0/1=0%	131	152	131.0	0%
Speech/Theatre											148	#DIV/0!	
PK-12													
Art	1/1=100%	171							1/1=100%	176	160	173.5	100%
Health					1/2=50%	155	1/1=100%	175			153	165.0	67%
Music	1/1=100%	152									152	152.0	100%
Physical Education	1/1=100%	152	2/2=100%	154	4/4=100%	153	2/2=100%	156	2/2=100%	155	148	154.0	100%
Spanish											165	#DIV/0!	100%
ESOL	1/1=100%	160					1/1=100%	174			149	167.0	100%
	12/13=92%		11/11=100%		12/14=86%		12/13=92%		7/8=88%		Overall Pass Rate 54/59=92%		

The candidate not passing the chemistry exam is 2018-19 was trained in biology but attempted the chemistry exam in an attempt to add the licensure area by test only.

content

	Praxis CONTENT Scores		Gender				Race and Ethnicity												Major			
Year	# Taking test	# Passing	Male		Female		Hisp/Lat.		White		Afr. American		Multi-Racial		Asian/Pac. Islander		Native Amer.		Elem. Ed.		Non ELED	
			n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2018-2019	13	12	2	100.00%	11	91.00%	0		10	90.00%	2	100.00%	1	100.00%	0				7	100.00%	6	83.00%
2019-2020	11	11	2	100.00%	9	100.00%	0		10	100.00%	0		0		1	100.00%			7	100.00%	4	100.00%
2020-2021	14	12	7	86.00%	7	86.00%	2	100.00%	7	86.00%	3	100.00%	0		2	50.00%			7	100.00%	7	71.00%
2021-2022	13	12	6	100.00%	7	86.00%	2	100.00%	9	89.00%	0		1	100.00%	0		1	100.00%	3	100.00%	10	90.00%
2022-2023	8	7	4	100.00%	4	75.00%	2	50.00%	7	100.00%	0		0		0				3	100.00%	5	80.00%
Total	59	54	21		38		6		43		5		2		3				27		32	
Overall % Passing		91.53%		97.20%		87.60%		83.33%		93.00%		100.00%		100.00%		75.00%				100.00%		84.80%

Measure 4
Ability of completers to be hired in education positions for which they have been prepared.

Employment milestones: [+]Twelve of fifteen completers from 2019-20 (three years after graduation) are confirmed as employed in education. This represents an 80% persistence rate. Two additional

completers were not confirmed, but did hold teaching jobs the year after graduation. If these two are still employed as teachers, the persistence rate would be 93.3% (14/15).

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%
AY 2020-21*	16	10	62.5%	4	25.0%	2	12.5%
AY2021-22+	14	9	64.3%	1	7.1% (grad school)	4	28.6%
total	97	75	77.3%	8	9.3%	13	13.4%

*These data were compiled in spring 2022 and were not updated in spring 2023.
+These data were updated in spring 2023.