

## **CAEP Annual Reporting Measures 2019-2020**

As our teacher and professional education programs are accredited through CAEP, we are required to submit an annual report and publicly present data on our programs. We encourage you to look through our data and analyses in each of the sections below.

### **Measure 1: Impact on P-12 Learning and Development**

#### **EdTPA Scores** (PDF)

Impact on P-12 Learning and Development Performance Measure Data are gathered from the edTPA assessment at the end of the fall and spring semesters. Analysis of the current data indicate after previous consistent increases in edTPA scores across programs, students in AY 2019-2020 experienced some difficulty achieving scores at or above the national and state averages. Students performed above the state and national averages in only 6 of the 20 programs. Of note are the Secondary History, Visual Arts, Middle School and Secondary Math scores. Across all programs, the edTPA scores indicate CUC students are performing at a level consistent with their peers across the state and the nation. Of note are the secondary English/Language Arts and Secondary Math scores which, are well above national and state averages. These scores are not the norm and were mostly likely impacted by the Covid 19 pandemic. In addition to analyzing the total scores, CUC examines the edTPA data by tasks and individual rubric scores. Overall, the task with the highest scores was Task 1 (lesson planning) with a mean score of 155.3, the task with the lowest scores continues to be Task 3 (assessment) with a mean score of 146.2. The two rubrics with the lowest scores across programs are 11 (analysis of student learning) with a total mean score of 26.1 and Rubric 13 (student use of feedback) with a total mean score of 28.4.

Through the process of gauging program impact, the EPP will also be working with PK-12 schools where our graduates are now teaching by systematically and collaboratively partnering with the in-service teacher, faculty, staff, and administration of CUC and the cooperating school. In addition, the effort to evaluate data will involve data-driven collection and decision making through a team-based approach of interviewing the teacher, collecting data, deciphering the results, and then making changes to program development and administration as deemed necessary across all content areas and specializations. This will provide another measure for gauging graduates' impact on PK-12 learning and development.

### **Measure 2: Indicators of Teaching Effectiveness**

The Illinois State Board of Education (ISBE) began reporting teacher evaluation data to the EPP's in June 2018. ISBE shares analysis reports of that data to each institution for administrators to explore strengths, weaknesses, and areas for improvement within their programs. The teacher performance evaluation process consists of the evaluation of student growth and professional practice. When defining student growth, it is the significant change in a student's or a group of students' knowledge or skills, as it pertains to two or more assessments, between two or more points in time.

Concordia University Chicago understands the limitations of this evidence as it evaluates for those completers that are currently working in P-12 Illinois schools. It does not provide data for those completers that are working in the private setting. However, a strong representation of the CUC completers are prevalent in the data provided by ISBE and therefore,

determinations can be made on the impact that the new teachers have on their students over the course of time.

The data indicate how the new teachers impact P-12 students through the teacher performance evaluation process. Most new teachers from Concordia University Chicago earned an Excellent or Proficient on the evaluation cycle with 96.9% from 2015, 98.6% from 2016, 97.8% from 2017, 97.5% from 2018. 100% of new teachers earned an Excellent or Proficient in 2019. For the Needs Improvement Rating there were 3.14% in 2015, 1.42% in 2016, 2.2% in 2017, 2.47% in 2018. There were no Needs Improvement in 2019 and no Unsatisfactory ratings for any of the completers across time.

The Illinois State Board of Education considers the student growth component a large factor, making up at least 30% of the final rating of the teacher evaluation model. Therefore the determination can be made, based on the teacher evaluation data, that program completers have a strong and positive impact on their students.

### **Measure 3: Satisfaction of employers**

The Employer Satisfaction Survey was deployed at both the advanced level in fall 2019. Only two individuals completed the survey, thus there is no data to report. This limited and lacking data does not provide information for interpretation or program improvement. The College of Education recognizes the need to develop strategies to enhance and increase response rates in order to ascertain employer satisfaction with completers' preparation. To this end, the College of Education has developed a phase in plan in order to better address this CAEP annual measure.

### **Measure 4: Satisfaction of Completers**

The Completer Satisfaction survey was deployed at the advanced level in Fall 2019. The survey was sent to 234 program completers who had been teaching for at least one year. 18 individuals completed the survey. This limited and lacking data does not provide enough information for interpretation.

The Completer Satisfaction survey was not deployed for the initial preparation program completers. Data gathered from the End of the Program survey indicate recent graduates were satisfied with our programs. The majority of the ratings indicate feeling Very Well and Well prepared across the 24 survey items.

### **Measure 5: Graduate Rates**

#### **[Initial and Advanced Graduation Rates](#) (PDF)**

The 2019-2020 academic year has a graduation rate of 58% for MAT Secondary Education and 87% for initial licensure, undergraduate programs. Both of these numbers indicate an increase over last year's rate. The graduation rate has been steady across the last few years.

For Advanced, the Graduation Rate was calculated using a start date of Summer 2017, which sets a three year to completion perimeter. This date was utilized due to the fact that the majority of students currently in the Advanced programs started within Summer 2017 and Summer 2019. Is it likely many of those who "Did Not Complete" are still enrolled and working

to complete as CUC is aware that many students take more time to complete their program and/ or stop-out and restart.

### **Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements**

Pass rates on content exams are used to demonstrate the ability of our students to meet licensing requirements. Content Test Scores for the 2019-2020 academic year for initial licensure in Math, Science/Social Science, Fine Arts, Physical Development, Middle Grades 5-8 Mathematics, Middle Grades 5-8 Social Science and Special Education had a 100% pass rate. This represents 57 students. The pass rate for Language and Literacy was 94% representing 17 students. The Early Childhood Education program had a pass rate of 50%. The pass rate for all advanced licensure programs ranged from 95%- 100%.

### **Measure 7: Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

Concordia University Chicago's completers have ample employment opportunities in their fields of study across Illinois and beyond. We do retrieve employment data for those who accept employment in public and Lutheran schools. However, it is more difficult to track those who seek employment out of state or outside public or Lutheran school settings. The data indicate the average percentage of program graduates who hold an Illinois teaching position one year after graduation is 87%. This number is comparable to state averages. We are in the planning stage for acquiring and reporting this information for graduates of our advanced-level programs.

### **Measure 8: Student loan default rates and other consumer information**

Student Loan Default Rates are collected and reported with a lag over a 3 year period. National Loan Default statistics reports a 7.8% default rate. The current default rate for all CUC students entering repayment is 5.1%. This rate encompasses both undergraduate and graduate students that have gone into default.

## **College of Education Enrollment**