

CAEP's 8 Impact Measures 2017-2018

Impact Measures	Evidence	2012-2018			
		N	Target Score	Mean for all scores	Pass Rate
Measure 1: P-12 student learning and development Component 4.1	ACT Score – minimum score of 23 or take ACT-CAAP	17	23	25.88	29%
	SAT with Writing - minimum score of 1590 or take ACT-CAAP	6	1590	1440	50%
	ACT-CAAP Reading	13	57	60.23	100%
	ACT-CAAP Writing	13	2.5	4.06	100%
	ACT-CAAP Math	12	55	56.00	67%
	Cum General Education GPA at Graduation	9	3.0/4.0	3.27	100%
	KPTP Portfolio	9	20/30	24.72	100%
	KEEP – Full	8	2/3	2.64	100%
	Classroom Observation Feedback Form	6	30/45	41.33	100%
	Dispositions Pre-Student Teaching	9	24/36	32.22	100%
	Dispositions Post-Student Teaching	9	24/36	34.38	100%
	Praxis Exam - PLT	7	160	175	86%
Praxis Exam – Elementary Education	6	153	173.5	100%	

N = all pre-candidates and candidates who have taken the assessment

Analysis of Measure 1: Based on ACT/CAAP data, pre-candidates enter Transition I with 50-56% taking the ACT-CAAP, which measures content knowledge. The Cum Gen Ed GPA at graduation shows 100% of candidates passing the measure in content knowledge having a mean of 3.26/4.0. The KPTP portfolio, KEEP protocol and Classroom Observation Feedback Form show candidates working content knowledge with P-12 students well above the qualifying score at a pass rate of 100%. Dispositions show candidate work ethic and knowledge well above the qualifying score with pre-assessments at 32.75 and post-assessments increasing 2.08 points, with 100% passing. The Praxis Exams, PLT and Elementary Education show strong student learning and development with a mean of 177 on PLT and 174.3 on El Ed.

Trends: Fifty percent of pre-candidates enter Transition I with an adequate foundation of content knowledge; 96% of candidates exit Student Teaching well above the qualifying scores on assessments.

Changes in curriculum and experiences for EPP preparation: Stronger foundational math base for candidate content knowledge; Alignment of evaluation tools for KEEP and Classroom Observation Feedback Form; Interjection of vocabulary and concepts related to InTASC standards.

Resource Allocations: Grant for internships in STEM, Math, and Diagnostic Reading for candidates working directly with K-8 student populations in these areas.

Future Directions: Addition of STEM internship with Science Methods course for application and pedagogy development with K-8 students.

Measure 2: Observations of teaching effectiveness Component 4.2	Spring 2016-2018				
	Evidence	N	Target Score	Mean for all Scores	Passing Rate
Component 4.2	KEEP Instructional Practices Protocol – University Supervisor Evaluations	8	2/3	2.56	100%
	KPTP University Supervisor Evaluations	7	64 possible	50.71	N/A
	KPTP Building Leader Evaluations	8	64 possible	46.31	N/A
	Classroom Observation Feedback Form – University Supervisor Evaluations	6	30/45	41.33	100%

N= all pre-candidates and candidates who have taken the assessment

Analysis of Measure 2: KEEP protocol evaluation: Three Building Leaders scored candidates at a mean of 44.75, 2.25 points lower than the University Supervisor's mean score of 47.0 out of a possible 64 points possible on the rubric. One building leader's score was higher than the other two who had similar scores for candidate's average with a range of scores from 42-54. The same University Supervisor scored 6/7 of the candidates with a range of scores from 41-50. KPTP resulted in an overall gain in each area was made from 2016 – 17 to S 18. Only one candidate had one score of a "1" by one score on the assessment in the area of Task 3:E; all other scores were at or above the recommended score of 2.0, developing. Candidates had a mean score of 24.72 on the full KPTP, with a range of scores from 21.5-28. 100% of candidates have passed the KPTP. Candidates have increased 6.5 points from Spring 16 to Spring 18 The Classroom Observation Feedback form data showed candidates scored extremely strong on this form by the University Supervisor with 6/6 ratings in Constructs 2 & 4 and 14.5/15 on Constructs 1 & 3.

Trends: Increase in scores and ratings from Spring 16 to Spring 18 on all evaluation tools for observations of teaching effectiveness.

Changes in curriculum and experiences for EPP preparation: The evaluation of the KPTP data determined that required components should be integrated into multiple Education Courses; The recommendation for the InTASC standards' vocabulary and concepts to be embedded into the Education courses for deeper understanding of measurements on the KEEP. The Transition levels have been modified to include the KEEP self-evaluation at entrance into Transitions II, III, and I. The Classroom Observation Feedback Form was aligned to the KEEP protocol and rating scale.

Resource Allocations: N/A

Future Directions: Continue to monitor and pilot the evaluation tools and the placement of required components into coursework. These evaluation tools will be implemented into the completer's first, second, and third year of full-time teaching to have a consistent baseline of data from Transition I through the 3rd year of full-time teaching.

Analysis of Measure 3: Employer satisfaction and completer persistence Component 4.3 Component A.4.1	Evidence	2018		
		N	Strengths	Challenges
	Westat Novice Teacher Survey – Completer 1 st year	N=4 Mean = 48.25/68 Target = 34	Instructional Practice 3.4: Differentiate instruction for all learners; Instructional Practice 3.5: Use of technology in the classroom appropriately to support instruction	Professional Responsibility 4.2: Evaluate outcomes of teaching using a variety of data to adapt planning and practice
	Westat Novice Teacher Supervisor Survey - Building Leader	N=2 Mean = 44.5/68 Target = 34	Instructional Practice 3.5: Use of technology in the classroom appropriately to support instruction	Instructional Practice 3.4: Differentiate instruction with ELL and Special Needs; Professional Responsibility 4.2: Evaluate outcomes of teaching using a variety of data to adapt planning and practice
	KEEP Instructional Practices Protocol – Completer 1 st year	N=4 Mean = 63/96 Target = 48	Construct 3: Instructional Practice – 3.3 Instructional Strategies; Construct 4 Professional Responsibility – 4.1 Reflection and continuous growth	Construct 3: Instructional Practice – 3.1 Planning for instruction
	KEEP Instructional Practices Protocol – Building Leaders 1 st Year	N=2 Mean = 55/96 Target = 48	Construct 1: Learner & Learning – 1.1 Learner Development; Construct 2: Content Knowledge – 2.2 Innovative applications of content knowledge; Construct 4 Professional Responsibility – 4.1 Reflection and continuous growth	Construct 3: Instructional Practice – 3.1 Planning for instruction; Construct 4: Professional Responsibility – 4.2 Collaboration and leadership
	KEEP Instructional Practices Protocol – Completer 3 rd year	First availability Spring 2020		
	KEEP Instructional Practices Protocol – Building Leader 3 rd year	First availability Spring 2020		

N= all completers or building leaders who have taken the assessment

Analysis of Measure 3: First cohort of completers graduated in May 2017; Two out of four completers are teaching in the area prepared for K-6, one is teaching special education to high schoolers in a day school; one is teaching Language arts in a middle school. Both building leaders and completers chose similar strengths in Construct 4 Professional Responsibility – 4.1 Reflection and continuous growth and both named challenges in Construct 3: Instructional Practice – 3.1 Planning for instruction.

Trends: N/A

Changes in curriculum and experiences for EPP preparation: Increase the amount of instructional strategies from data and for students with disabilities and ELL learners.

Resource Allocations: N/A

Future Directions: Monitor, record, and analyze data of completers who are full-time licensed teachers in the classroom.

Analysis of Measure 4: Completer satisfaction Component 4.4 Component A.4.2	Evidence	2018		
		N	Strengths	Challenges
	Westat Novice Teacher Survey – 1 st Year Completer	N=4 Mean = 48.25/68 Target = 34	Instructional Practice 3.4: Differentiate instruction for all learners;	Professional Responsibility 4.2: Evaluate outcomes of teaching using a variety of data to adapt planning and practice

			Instructional Practice 3.5: Use of technology in the classroom appropriately to support instruction	
<p>N= all completers who have taken the assessment</p> <p>Analysis of Measure 4: First cohort of completers graduated in May 2017; Two out of four completers are teaching in the area prepared for K-6, one is teaching special education to high schoolers in a day school; one is teaching Language arts in a middle school. Completers rated strengths in Construct 4 Professional Responsibility – 4.1 Reflection and continuous growth and named challenges in Construct 3: Instructional Practice – 3.1 Planning for instruction.</p> <p>Trends: N/A</p> <p>Changes in curriculum and experiences for EPP preparation: Increase the amount of instructional strategies from data to adapt planning and practice.</p> <p>Resource Allocations: N/A</p> <p>Future Directions: Monitor, record, and analyze data of completers who are full-time licensed teachers in the classroom.</p>				

CAEP's 8 Outcomes Measures

Measure 5: Completer or graduation rate	Evidence	2012-2018						
	Database	N	N	N	N	N	N	N
		Pre-candidates	Transition I: Admission to Teacher Education	Transition II: Admission to Student Teaching	Transition III: Exit Student Teaching	Transition IV: Completer	Transition V: Optional State Licensure	Candidates who did not complete program
		29	17	10	9	9	6	2

N= all pre-candidates and candidates who been enrolled in Introduction to Christian Education as a pre-candidate and the number of candidates admitted to each Transition Level

Analysis of Measure 5: 43% of pre-candidates who enroll in Introduction to Christian Education actually apply for Transition I: Admission to Teacher Education. 92% of candidates who are admitted to Transition I complete the program. 100% have completed Transition IV and 57% have received state licensure within 4 months of graduation.

Trends: Pre-requisite courses are a basis of selectivity characteristics of pre-candidates in Teacher Education.

Changes in curriculum and experiences for EPP preparation: None

Resource Allocations: N/A

Future Directions: Continue to assist candidates in making career choices during prerequisite courses as those who are admitted to Transition I am committed to follow through with their career pathway.

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements; Title II	Evidence	2017-2018			
	Database KSDE Applications	N	Initial License:	Endorsements:	Pass Rate
		5	K-6 Elem. Ed.		100%
		1	One Year License		100%
		1		ESOL	100%
		9	Meet requirements for ACSI certification	Middle Level Language Arts	100%

N= all pre-candidates and candidates who have taken the assessment

Analysis of Measure 6: 100% of completers at Transition V are licensed in one or more areas. One candidate is preparing to complete the Praxis Exams, so he/she received a one year license. Three candidates have received initial Kansas licenses; two of the three have additional endorsements on their license.

Trends: First completers graduated in May 2017, no trends can be established at this time

Changes in curriculum and experiences for EPP preparation: Addition of Praxis reviews in Education courses

Resource Allocations: Praxis Exam Preparation Materials

Future Directions: Offering an ESOL program endorsement

Measure 7: Ability of completers to be hired in education positions for which they have prepared	Evidence	2017-2018					
	Database	N	N in K-6	Public Schools	Private Schools	Missions: International School	Employment Rate
			9	3	7	1	2

N= all pre-candidates and candidates who have taken the assessment

Analysis of Measure 7: 100% of completers at Transition levels 4 & 5 are employed in the field of education. Completers in Transition IV are employed as a Para educator in a public school, preschool teacher in a private Christian School, and two are serving in teaching positions internationally. Completers in Transition V: Licensed Teachers have found employment in urban and rural public schools.

Trends: First completers graduated in May 2017, no trends can be established at this time

Changes in curriculum and experiences for EPP preparation: Continue to encourage candidates to take Praxis Exams for licensure during senior year; continue ePortfolio and application materials in Capstone course

Resource Allocations: None

Future Directions: Continue to offer both state licensure and ACSI certification

Measure 8: Consumer information	Source:	2017-2018				
		N	Default Rate	Median Graduate Debt incurred*	Average Starting Salary in Kansas*	
	Student Load Default Rate	9	0%	\$19045	\$33386	
	How to Become a Teacher* www.tobecomeateacher.org 4/26/16 9/14/17 6/22/18 Rated #1 in 2016, 2017, 2018	Expense Score	Acceptance Rate Score	Graduation Rate Score	Return on Investment Value Score	Student to Faculty Score
		6.2	9.1	9.14	8.9	7
		Total expected expense for a bachelor's degree \$56360	52.85%	57.41%		11:1
		http://tobecomeateacher.org/how-to-become-a-teacher-in-kansas/				

Analysis of Measure 8: Barclay College has ranked #1 for 3 years in a row on <http://tobecomeateacher.org/how-to-become-a-teacher-in-kansas/>. This organization measured data on total expense, student-to-faculty ratios, graduation rates, potential earnings, and return on investment from collegescorecard.gov, IPEDS, and the Carnegie Foundation data sets. Barclay College offers a tuition free scholarship for bachelor's degrees when the candidate lives on campus; this scholarship is set up and paid for by donors to allow candidates to graduate with less student loan debt, therefore a lower Median Graduate Debt incurred. Barclay College also offers on campus work-study positions for candidates who are eligible for Federal Work Study.

Trends: First completers graduated in May 2017, no trends can be established at this time

Resource Allocations: Donor Full-tuition campus scholarships and Campus work-study programs

Future Directions: Continue to provide paid internship opportunities, work study positions, and full-tuition scholarship programs