

***Narrative Addressing Data Trends**

Impact on P-12 learning

To provide evidence of the impact EPP completers have on P-12 student learning, the EPP conducted two case studies. Upon receiving IRB approval, the EPP worked with school partners and faculty to identify two completers to serve as participants and selected one from the traditional (TRAD) program and one from the alternate (ALT) program. Each served in different schools but were asked to provide the following information: Unit Plans and Assignments, Unit Assessment Data, Standardized Data, and Completer Observations. The EPP also conducted interviews with the completers and their principals and completed the appropriate state developed satisfaction survey. The case study was modeled on private universities' option from the CAEP Standard 4 Evidence: A Resource for EPPs document.

Source:

<https://www.marian.edu/docs/default-source/school-of-education-documents/impact-on-p-12-learning.pdf?sfvrsn=0>

Indicators of Teaching

The teacher effectiveness data received from the state provided the EPP with information on its teachers' effectiveness in the classroom. The EPP noted that the percentage of teachers achieving effective or highly Effective Rating for 2017-2018, which is the most recent available data, was 88%, which is equal to the state average. The EPP also noted that after the 3rd year of teaching, 95% of its completers rated effective or highly effective. However, the number of teachers decreased from the first year to the third year. This decrease is a trend that the EPP will continue to monitor.

Satisfaction of Employers

The EPP received information on satisfaction of employers from a state created principal survey. The survey results suggested that principals are generally satisfied with initial EPP graduates. Though the level of satisfaction by principals was high, suggesting that the EPP provides well trained and versatile beginning teachers, the EPP noted that one principal disagreed with the following:

- The EPP did an outstanding job of preparing this teacher to understand how students learn and develop at the grade level they are teaching.
- The EPP did an outstanding job of preparing this teacher to provide an inclusive environment
- The EPP did an outstanding job of preparing this teacher to differentiate instruction to meet all students' learning needs
- The EPP did an outstanding job of preparing this teacher to integrate technological tools as appropriate to advance student learning

Though it was one principal, the EPP does not take this lightly and will work with its Quality Assurance System team to address the areas noted.

Overall, the effectiveness ratings of the advanced completer were very good.

- Recognizing the small “n,” opportunities for growth exist within 8 areas
- RISE standard 2.2, Building Relationships, had the lowest average score (3)
- RISE standard 1.1, Human Capital Management, had the highest average score (4)

With a single data point it is difficult to draw many conclusions regarding candidates in the ADV program, which in this case is the Master of Arts in Educational Leadership. Data does exist for candidates in the Building Level Leadership program from these two cycles; however, under CAEP

definitions, those candidates in that program are not considered as part of an ADV program. Therefore,

that data is not included. What the single data point does seem to indicate is the opportunity to work with candidates on their relationship building skills, although this completer was still rated as effective. This data would also suggest that the completer was prepared to handle the hiring and retention elements of the principal position.

Programmatically, action wasn't taken related to curriculum or specific program changes; however, the response rates did indicate the need for a new method of gathering employer satisfaction data.

Source:

<https://www.marian.edu/docs/default-source/kec-documents/advanced-program-employer-satisfaction.pdf?sfvrsn=0>

Satisfaction of Completers-Initial

In 2017, the Indiana Department of Education began surveying first and second-year teachers who completed teacher preparation programs in Indiana. The EPP faculty analyzed the 2018-19 results. The faculty noted that in each domain, one to four completers did not feel prepared. Pedagogical preparation was the domain that had the highest number of completers who did not think that the EPP prepared them in the following:

- Differentiating instruction to meet all students' learning needs.
- Working effectively with students with all exceptionalities.
- Developing quality assessments to test for student understanding of lessons.
- Analyzing student assessment data to improve classroom instruction.
- Using appropriate strategies to effectively manage learning environments.
- Integrating technological tools as appropriate to advance student learning.
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It is essential to point out that the state does not delineate this data between TRAD and ALT. Therefore, the EPP does not know if all who feel unprepared are from both programs. The EPP has determined that further expansion of this data will be included in an EPP created survey, which will be disaggregated between programs.

Source:

<https://www.marian.edu/docs/default-source/kec-documents/teacher-survey-results.pdf?sfvrsn=0>

Satisfaction of Completers-Advanced

The overall satisfaction of respondents regarding their fellow candidates and completers is encouraging and suggests that the recruitment and admissions processes are seeing some success. If the program wasn't doing a good job of recruiting a diverse and quality cohort group, you would expect the responses to show evidence of that. The satisfaction with faculty and instruction had a couple areas to be considered for improvement, but the trend on those items seemed to be going in the right direction over the three cycles with the percentage of dissatisfaction responses decreasing. Likewise, in looking at the three-cycle aggregate of satisfaction with faculty and instruction, respondents selected "Satisfied" or "Extremely Satisfied" 72.74% of the time. This suggests that while there were certainly some opportunities for growth, the overall satisfaction was still high, especially considering that overall, "Very Dissatisfied" and "Dissatisfied" were only selected 12.15% of the time.

Source:

<https://www.marian.edu/docs/default-source/kec-documents/advanced-program-completer-satisfaction.pdf?sfvrsn=0>

Graduation Rates-Initial

Graduation rates for 2018 are the most recent available data. The graduate rates for TRAD suggest that most candidates at the initial certification level graduate in four years. Students who completed a degree in 2018 in Education (who began as first-time full-time students in any major), 65% did so within 4 years.

Ability of completers to meet licensing

By policy, the EPP requires initial and advanced completers to meet current certification/licensure requirements in their respective fields. Analysis of the 2018-2019 initial licensure data for TRAD and ALT note that completers have a pass rate of 85% or above for early childhood, elementary, secondary, and P-12 pedagogy. However, the EPP stated that the following content assessments had a 40% or below pass rate: fine arts-vocal, middle school mathematics, mathematics, and historical perspectives. The EPP is conducting a content gap analysis to determine if the curriculum for these content areas needs to be redesigned to address frequent content missed on the assessment. Also, the EPP is providing completers lacking the required scores with tutoring support.

Student loan default rates and other consumer information

Student loan default rates for EPP is embedded in the overall Marian University loan default rate. The most recent loan default document from the United States Department of Education indicates that the current overall EPP loan default rate is 7.6%. This metric is effective for loans that entered repayment status in FY 2018 window. The EPP will emphasize consistent, appropriate advisement so that all candidates at the initial and advanced program levels fully leverage financial aid options and graduate prepared to work and repay obligations.

*Will be added to our site