Mount Vernon Nazarene University

CAEP Accountability Measures

2023-2024

Educator preparation programs provide information to the public on four CAEP Accountability Measures. These measures are designed to demonstrate the program outcomes and impact. This report includes data for each of the CAEP Accountability Measures. Data is organized and reported by CAEP measure number and provided in numerical format with a short narrative description to provide context to the data.

The data indicate MVNU education program completers are effective in P-12 classrooms, employers are generally satisfied with completers, candidates meet competency benchmarks at program completion, and are eligible to be hired for teaching positions in their area of preparation.

CAEP Accountability Measure 1 – Completer effectiveness and impact on P-12 learning and development

Value-Added Data

Description of Data:
Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:
1. The information in the report is for those individuals receiving their licenses with effective years of 2019, 2020, 2021, 2022.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Initial Licensure Effective Years 2020, 2021, 2022,2023			Associated Valued-Added Classifications		
	Employed as Teachers	Teachers with Value-Added Data	Yellow	Green	Light Blue
MVNU	195	57	N=18 32%	N=36 63%	N=3 5%

*Associated Value-Added Classifications:

Yellow - Significant evidence that the school's students made less growth than expected.

Green - Evidence that the school's students made growth as expected.

Light Blue - Significant evidence that the school's students made more growth than expected.

Summary of Data

The Value-Added Data measure indicates the majority of MVNU program completers have positive impacts on P-12 student learning. When teachers score in the green and light blue categories, it is an indication that P-12 students are making expected growth or more than expected growth. More than two-thirds of MVNU graduates scored in these two categories.

Ohio Teacher Evaluation System (OTES)

Description of Data:

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system. Data for MVNU's graduates who participated in the OTES system are included here.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2020	N < 10	38	N < 10	N < 10
2021	N < 10	43	N < 10	N < 10
2022	N < 10	36	N < 10	N < 10
2023	N < 10	24	N < 10	N < 10

Summary of Data

Data from each of the last four years of graduates indicate the majority of MVNU completers assessed in Ohio's system are rated as *Skilled* in the Teacher Evaluation System. These ratings are based on student academic growth and teacher performance, indicating MVNU completers are effective in the classroom.

CAEP Accountability Measure 2 – Satisfaction of Employers and Stakeholder Involvement

<u>Employer Satisfaction Survey</u>

Description of Data: MVNU distributes an employer satisfaction survey to gather data about the satisfaction and perceptions of principals and superintendents who employ MVNU program completers in collaboration with many other Ohio colleges and universities. The survey is sent directly to administrators by MVNU Education staff and data is collected through Qualtrics, an online survey provider. The EPP began using this version of the survey for the 2019-2020 year.

Before distribution of the survey for the 2023-2024 data year, the working group of Ohio educator preparation institutions began revisions to the survey. Those revisions will necessitate a delayed distribution of the survey to stakeholders. The distribution timeline will include a late spring response window and an early summer data analysis timeframe. Moving to a later distribution window will also provide stakeholders a longer assessment period for first-year teachers. Employer satisfaction data will be updated when data is analyzed.

Data for the most recent survey implementation, as well as the three previous years, are included here as evidence of employer satisfaction with the program's completers.

2022-2023
N=14
Response Rate = 35%

Prompt: The university prepares its graduates to…	2019-2020	2020-2021	2021-2022	2022-2023
1. Understand student learning and development	3.40	4.00	3.64	3.36
2. Respect the diversity of the students they teach	3.70	3.81	3.64	3.36
3. Know and understand the content area for which they have instructional responsibility	3.30	3.63	3.64	3.43
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	3.30	3.69	3.59	3.36
5. Be knowledgeable about assessment types, their purposes, and the data they generate	3.10	3.56	3.55	3.29
6. Analyze data to monitor student progress and learning	3.30	3.56	3.36	3.14
7. Use data to plan, differentiate, and modify instruction	3.10	3.38	3.36	3.29
8. Align their instructional goals and activities with school and district priorities	3.10	3.56	3.55	3.50
9. Differentiate instruction to support the learning needs of all students	3.00	3.63	3.41	3.36
10. Treat students fairly and establish an environment that is respectful, supportive, and caring	3.60	3.75	3.59	3.57
11. Maintain an environment that is conducive to learning for all students	3.40	3.69	3.55	3.36
12. Communicate clearly and effectively	3.60	3.63	3.64	3.43
13. Collaborate effectively with other teachers, administrators, and district staff	3.30	3.63	3.68	3.57
14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct	3.20	3.63	3.59	3.64
15. Assume responsibility for professional growth	2.75	3.63	3.59	3.57

<u>Summary of Data</u>

The 2022-2023 survey was distributed to 40 known employers of MVNU graduates and 14 responded (response rate of 35%). Respondents were asked to rate MVNU completers on 15 items on a scale of 1-4 with 1 equated to a response of *strongly disagree* and 4 equating to a response of *strongly agree.* Responses for 2022-2023 showed MVNU completers scored particularly high in the areas of *collaborating effectively* and *professional and ethical behavior.* Data over a four-year period show MVNU completers are consistently rated as well-prepared by employers.

<u>Stakeholder Involvement</u>

MVNU regularly partners with teachers, principals, administrators, and other service providers to improve preparation programs and impact P-12 student learning. The Teacher Education Advisory Council (TEAC) was established in 2007 and includes MVNU teacher education faculty, program alumni, area teachers, principals, and superintendents, and state support team members. TEAC meets twice per year and the membership provides feedback to MVNU to improve programs, launch new initiatives, and devise ways to better serve P-12 students. TEAC members recently expressed interest in specifically recruiting MVNU graduates through a purposeful partnership. As a result MVNU hosted its first on-campus interview fair in the spring 2022 semester. The interview fair has become an annual event with districts visiting campus each March to recruit graduating MVNU students. Additionally, an online job board specifically for teacher education majors was launched in the fall of 2024. This job board includes volunteer positions, part-time roles for both current students and graduates, as well as full-time teaching positions.

CAEP Accountability Measure 3 – Candidate competency at completion

Licensure Test Pass Rates

At program completion, 88% of the EPP's completers passed required licensure exams,

indicating competency in teaching pedagogy and content preparation.

Teacher Licensure Test Pass Rates		
Year	Completers Tested	Pass Rate
2017	56	96%
2018	49	96%
2019	58	88%
2020	61	90%
2021	62	87%
2022	100	91%
2023	104	84%
2024	75	88%

Student Teaching Evaluation (CPAST Instrument)

The CPAST instrument is a valid and reliable instrument to measure the teaching practice of

student teachers as well as their dispositions (or attitudes and actions associated with the

professional work of teachers). Criteria are scored on the following scale

- Does Not Meet Expectations = 0
- Emerging = 1
- Meets Expectations = 2
- Exceeds Expectations = 3

Mean scores for the EPP's student teacher cohorts indicate candidate meet or exceed

expectations for teaching practice and dispositions by the end of their student teaching internship

and program completion.

Year	Student Teachers	Pedagogy Mean	Dispositions Mean
2019-2020	63	2.36	2.56
2020-2021	103	2.48	2.66
2021-2022	91	2.42	2.63
2022-2023	90	2.47	2.73
2023-2024	75	2.53	2.67

CAEP Accountability Measure 4 – Ability of completers to be hired in positions for which they have prepared

Academic Year	Completers	Licensing Rate	
		N	%
2018-2019	58	51	88%
2019-2020	61	61	100%
2020-2021	101	91	90%
2021-2022	88	77	87.5%
2022-2023	90	66	73.3%
2023-2024	75	62	82.6%

Year of Program Completion	Total Number of Completers	Employed in a position for which They were Prepared	Employed in a Position Outside of Their Preparation	Enrolled in Higher Education	Employed Outside of the Education Field	Not Employed	Employment Status Unknown
2020-2021	101	50	0	0	0	3	48
2021-2022	88	61	0	0	0	0	27
2022-2023	90	45	0	0	0	2	43
2023-2024	75	32	0	0	0	0	43

Summary of Data

MVNU had 75 program completers in the 2023-2024 year. Of those, 62 were recommended for licensure in the same year, making them eligible for teaching positions in the state. A total of 32 program completers were employed in full-time teaching positions in the year immediately following their program completion as reported by completers, as reported by program completers. Additional completers found employment in part-time positions in education, full or part-time work in other fields, enrolled in graduate programs, or did not report a status following program completion.