

# 2015 EPP Annual Report

<b>CAEP ID:</b>	10179	<b>AACTE SID:</b>	795
<b>Institution:</b>	Concordia University, Nebraska		
<b>Unit:</b>	Education Governance/Basic Programs		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 308

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

## Section 4. Display of candidate performance data.

*Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.*

Data on candidate proficiency, candidate evaluations, licensing exam performance, etc.:

<http://wp.cune.edu/accreditation/2015-2/>

## Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

### CAEP's 8 Reporting Measures

- |   |   |
|---|---|
| 5.1 Impact on P-12 learning and development   | 5.5 Indicators of teaching effectiveness  |
| 5.2 Results of completer surveys  | 5.6 Results of employer surveys, and including retention and employment milestones        |
| 5.3 Graduation rates  | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information                             |

\* Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.

- ☒ Yes, a program (or programs) leading to initial teacher certification is currently being offered.
- ☐ No, a program (or programs) leading to initial teacher certification is not currently being offered.

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

#### 5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify) EECIA, Praxis II Content Tests	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-designed assessment(s) (specify) State-wide Student Teacher Evaluations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify) Teacher Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

#### 5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- ☐ The completer provides summary ratings of the EPP and its programs.
- ☒ The completer provides responses to open-ended questions about the EPP.
- ☒ The completer provides a response to questions about their preparation in at least one of the following areas:
  - ☒ Content knowledge
  - ☒ Instruction and pedagogical content knowledge
  - ☒ Teaching diverse P-12 students
  - ☒ Teaching P-12 students with diverse needs
  - ☒ Classroom management
  - ☐ Alignment of teaching with state standards
  - ☐ Family and community engagement
  - ☒ Assessment of P-12 student learning
  - ☐ Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- ☒ At the end of the program
- ☐ Between the end of the program and one year after program completion
- ☐ Between one and two years after program completion
- ☐ Between two and three years after program completion
- ☐ Between three and four years after program completion
- ☐ More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	57	57
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input checked="" type="radio"/>

A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)



5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.

5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	95	122	111	127	104
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	5	25	54	13	5
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	0				
Continued in a program	5				
Been counseled out of a	0				

program		
Withdrawn from a program	4	

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	107	0.71	107	100	
All program completers, 2011-2012	108	0.73	108	100	

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

☒ ☐

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4
Completer performance during in-service			
Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

### 5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input type="radio"/>	<input checked="" type="radio"/>

### 5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- ☐ The employer provides overall summary ratings of the completer.
- ☐ The employer provides responses to open-ended questions about the completer.
- ☐ The employer provides a response to questions about the completer's preparation in at least one of the following areas:
  - ☐ Collaboration with school-based colleagues and staff
  - ☐ Alignment of teaching with state standards
  - ☐ Family and community engagement
  - ☐ Content/subject matter
  - ☐ Instructional and pedagogical content knowledge
  - ☐ Development of a safe learning environment
  - ☐ Assessment of P-12 student learning
  - ☐ Teaching P-12 students with diverse needs
  - ☐ Teaching diverse P-12 students
  - ☐ Other (Specify)

### 5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

### 5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input type="radio"/>	<input type="radio"/>

### 5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

☐ ☐

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has attempted to collect data on the employment status of completers.	<input checked="" type="radio"/>	<input type="radio"/>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- ☒ Completer survey
- ☐ Employer survey
- ☒ Institutional or organizational department (e.g., Alumni Office) (specify)  

Placement Office
- ☐ Collaboration with other EPPs
- ☐ Collaboration with school districts
- ☐ Collaboration with state education departments
- ☐ Contracted a consultant or organization
- ☒ Other (specify)  

Alumni Office, Placement Office,

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- ☒ Low response rates
- ☒ Inaccurate reporting of employment status
- ☐ Maintaining current candidate records
- ☐ Privacy issues
- ☒ Insufficient resources
- ☐ Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has access to information on the employment status of completers	<input checked="" type="radio"/>	<input type="radio"/>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- ☒ Self-report from the completer
- ☒ Third party:
  - ☐ School district
  - ☒ State department (specify)  

Nebraska Department of Education
- ☒ Other (specify)  

Institutional Placement Office

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	104	82	4	4	2	0	12
Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)	60	17	9	0	4	2	20

5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	<a href="https://www.nsls.ed.gov/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;oqe_id=002541">https://www.nsls.ed.gov/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&amp;oqe_id=002541</a>
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	<a href="http://www.cune.edu/admission/undergraduate/costs/">http://www.cune.edu/admission/undergraduate/costs/</a>
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1.	The unit lacks sufficient evidence that advanced candidate dispositions are assessed.	(ADV)
2.	The unit lacks sufficient evidence that advanced candidates can integrate technology in the performance of their duties.	(ADV)

1. ADV From the Conceptual Framework that is a visual representation of the knowledge, skills, and dispositions identified for teacher education at the institution, the M.Ed. programs in the College of Graduate Studies and Adult Education have taken the disposition statements and transformed into a self-evaluation and placed it in two strategic classes within the assessment system built in Chalk and Wire. The two placements are positioned to demonstrate perceived growth in graduate students regarding the disposition statements.

2. ADV Technology integration is included in the Core Courses for all advanced programs. Specific technology integration is included in Psychology of Teaching and Learning (core), Curriculum and Instruction artifacts, the use of online Student Records



System in special education, electronic teacher evaluation in Educational Administration, presentations in Literacy, and a technology assignment in ESL.

Additional information is found in the link in Standard 4

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	The unit does not consistently analyze data for program and unit improvement.	(ITP)	(ADV)
2.	The unit does not involve the professional community in the development and evaluation of its assessment system.	(ITP)	(ADV)
3.	The unit does not systematically and comprehensively monitor candidate performance at transition points.		(ADV)

1. ITP Sufficient data has been collected in our Teacher Assessment Data (TAD) program to allow us to analyze for program improvement.

ADV During the 2013-1014 academic year, the College of Graduate Studies and Adult Education chose the software program Chalk and Wire. Each M.Ed. program is required to have an exit portfolio for program assessment. Chalk and Wire will allow data collection by course by program.

2. ITP An Education Governance Unit that includes institutional and stakeholder members has been formed to provide input and feedback on EPP processes and systems.

ADV With Chalk and Wire as the gathering tool for program assessment, the use of an electronic portfolio has been in the forefront of discussion across programs and within programs, including choosing artifacts and assessment of those artifacts.

3. ADV Candidate performance is measured at entrance, during the program, and at program completion.

Additional information is found in the link in Standard 4

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1.	Candidates do not have opportunities to interact with unit faculty who are racially diverse.	(ITP)	
2.	The unit does not assure that all candidates have the opportunity to work with diverse P-12 students.		(ADV)
3.	Candidate proficiency related to diversity is not assessed.		(ADV)

1 ITP One of the standards of our Concordia University System identity statement is that faculty members are active members of the Lutheran Church-Missouri Synod. National searches are conducted for all open faculty positions, but we have very few applicants of racial diversity. Our current faculty and staff at the institution includes two people of minority descent.

2 ADV The candidates' work in practicum experiences may be limited to the school where they are hire to teach. They may additionally be limited geographically to a rural homogeneous environment. The unit is unable to assure that all candidates have the opportunity to work with diverse P-12 students due to the limiting factors of work placement, home placement, and time constraints of the work day.

3 ADV Similar to the response as to why candidates may not have an equal opportunity to work with diverse P-12 students, candidates may have a lack of opportunity to be assessed relating to proficiency in diversity.

## Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

Prior to our 2013 NCATE Accreditation visit we chose Standard 2 - Assessment System and Unit Evaluation as our target standard. We had developed an in-house data system called Teacher Education Data (TED) to collect data on teacher education candidates at multiple times and from multiple sources. The summer after our visit the Nebraska Department of Education piloted a state-wide student teacher evaluation system that was based on a 4-point scale. Our TED system was based on a 5-point scale. As a result of the NDE initiative we re-invented our TED system as a 4-point Teacher Assessment Data (TAD) system. We have begun looking at the data of which we now have two years worth with the goal of a more robust analysis leading toward program improvement. The TAD system is aligned with CAEP, InTASC standards, and NDE standards as well as our EPP Conceptual Framework. Early analysis indicates a need to strengthen the areas of assessment and classroom management as well as working with students with academic and behavior challenges. Two new courses are being developed for classroom management and academic/behavior challenges. An increased emphasis is being placed on assessment for learning and assessment of learning within the context of the Understanding by Design teaching model that we use in our programs.

We believe that the assessment system we are using will provide robust data that can be used to strengthen our program. Our ongoing process of analysis and evaluation has become a higher priority for us as an EPP and for including our stakeholders in the discussion. Considering the nature of our institution and its location in a small community (Seward, NE, population 7000) with a strong school system we believe that significant progress can be made in moving toward a higher quality educator preparation program.

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.*

☒ I am authorized to complete this report.

### Report Preparer's Information

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Position: Head of Teacher Education

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