

Effectiveness Indicators

Annual Reporting Measures

April 2019

Teacher Education Program

School of Education and Psychology

Southern Adventist University

Annual Reporting Measure 1

(ARM 1)

Impact

Completers contribute to an expected level of student-learning growth.

Following slides show the Tennessee Atlas 2017 Performance Report.

Tennessee Atlas 2017 Performance Report

- Indicator: Level of Effectiveness (LOE) Ratings
- Expectation: 85 Percent of LOE ratings are 3 or higher
- Number of LOE ratings: 13
- Southern Adventist University completers: 92.3% of LOE ratings of 3 or higher

Tennessee Atlas 2017 Performance Report*

- Indicator: Observation Ratings
- Expectation: 90 percent of observation ratings are 3 or higher
- Number of observation ratings: 13
- Percentage of observation ratings of 3 or higher: 92.3%

Annual Reporting Measure 2

(ARM 2)

Impact

Completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

The following slides show completer and employer perceptions of completers' application of professional knowledge, skills, and dispositions.

Alumni Survey

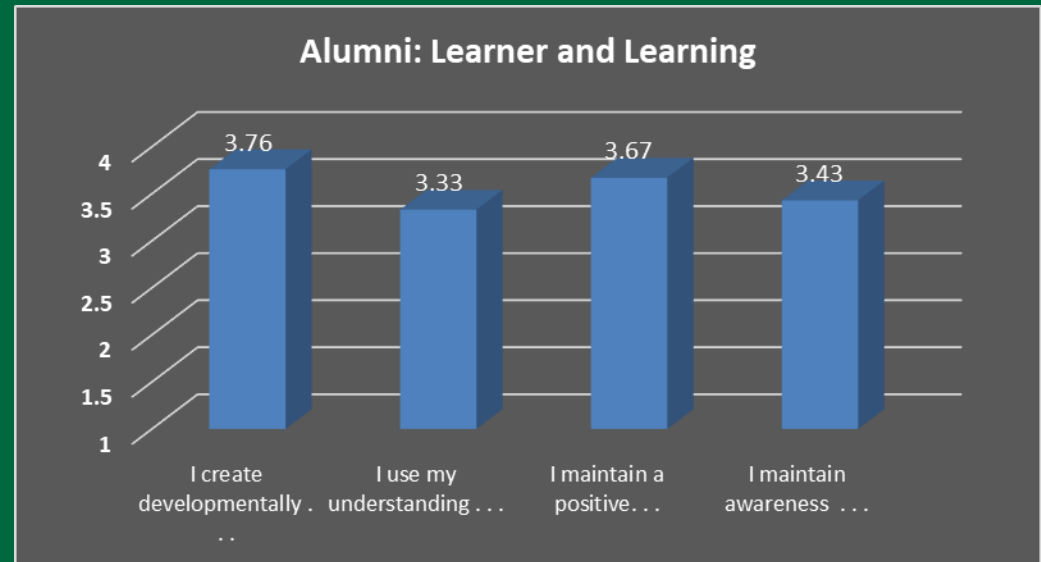
February 2019

- Survey consists of self-reported level of practice with reference to InTASC standards.
- Survey is sent to alumni within first three years of teaching.
- Response rate: 41% (21 of 51).
- Response choices:
 - Nearly Always/Always (4)
 - Usually (3);
 - Sometimes (2);
 - Rarely (1);

Alumni Survey

The Learner and Learning

<i>Survey Item</i>	<i>Mean</i>
I create developmentally appropriate learning experiences.	3.76
I use my understanding of learners' commonalities and differences to design learning experiences that include all learners.	3.33
I maintain a positive learning climate marked by respect and responsibility.	3.67
I maintain awareness of the extent to which all learners are actively engaged.	3.43

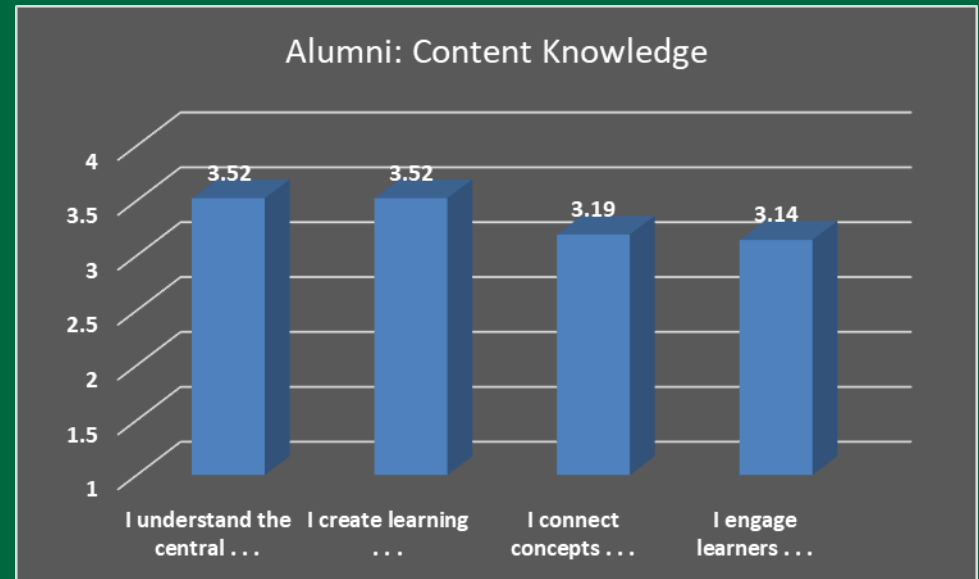


Possible range: 1 - 4

Alumni Survey

Content Knowledge

<i>Survey Item</i>	<i>Mean</i>
I understand the central concepts of the discipline(s) that I teach.	3.52
I create learning experiences that make the discipline accessible for learners.	3.52
I connect concepts to real problems and issues that students find meaningful.	3.19
I engage learners in critical thinking and communication to address authentic issues.	3.14

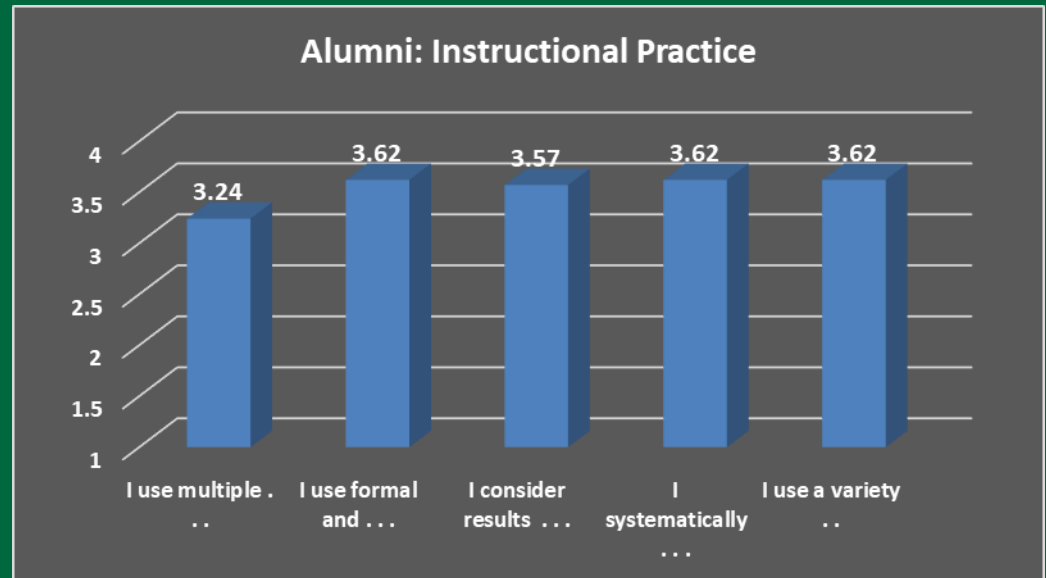


Possible range: 1 - 4

Alumni Survey

Instructional Practice

Survey Item	Mean
I use multiple methods of assessment to support learner progress.	3.24
I use formal and informal assessment to monitor the extent to which my students are learning what I teach.	3.62
I consider results of assessments when planning instruction.	3.57
I systematically adjust plans to meet each student's learning needs.	3.62
I use a variety of instructional strategies to support all students in learning.	3.62



Possible range: 1 - 4

Employer Survey

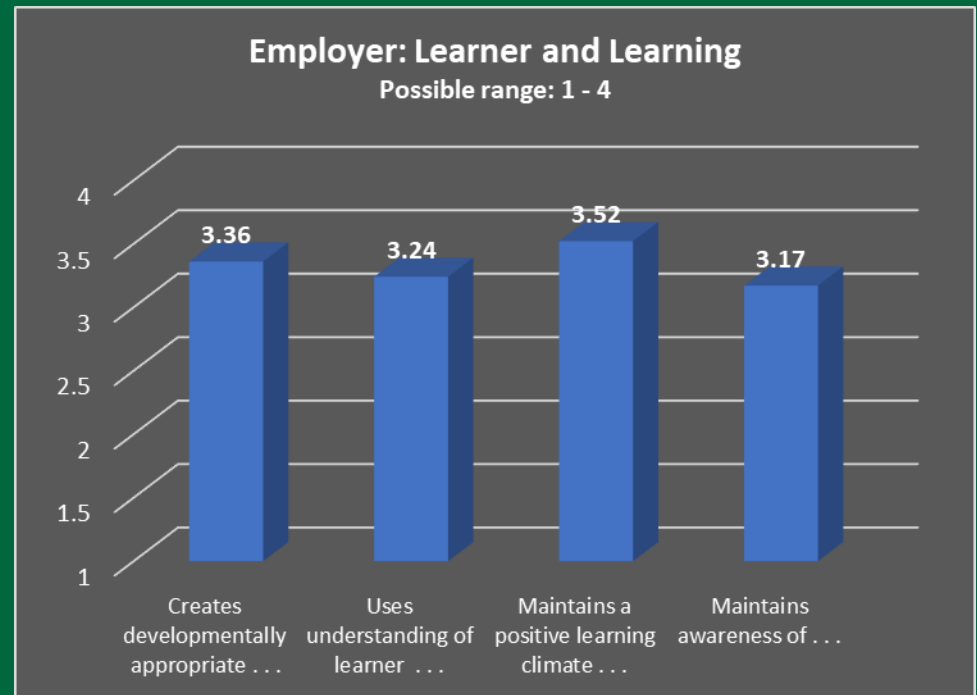
April 2018

- Survey solicits employer perceptions of completers' knowledge, skills, practice, and dispositions with reference to the InTASC standards
- Sent to employers of completers within their first three years of teaching
- Response rate: 62% (42 of 67)
- Response choices:
 - Nearly Always/Always (4)
 - Usually (3)
 - Sometimes (2)
 - Rarely (1)

Employer Survey

The Learner and Learning

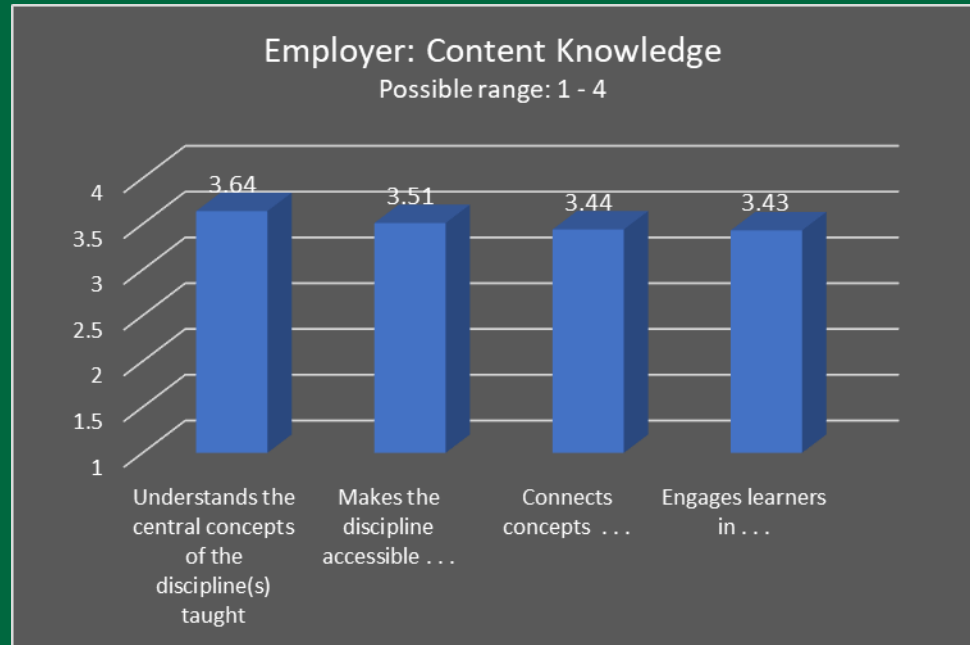
Survey Item: This teacher--	Mean
Creates developmentally appropriate learning experiences	3.36
Uses understanding of learner commonalities and differences to design inclusive learning experiences	3.24
Maintains a positive learning climate marked by respect and responsibility	3.52
Maintains awareness of the extent to which all learners are actively engaged	3.17



Employer Survey

Content Knowledge

Survey Item: This teacher--	Mean
Understands the central concepts of the discipline(s) taught	3.64
Makes the discipline accessible for learners	3.51
Connects concepts to meaningful issues	3.44
Engages learners in critical thinking and communication to address authentic issues	3.43



Employer Survey

Assessment, Planning for Instruction

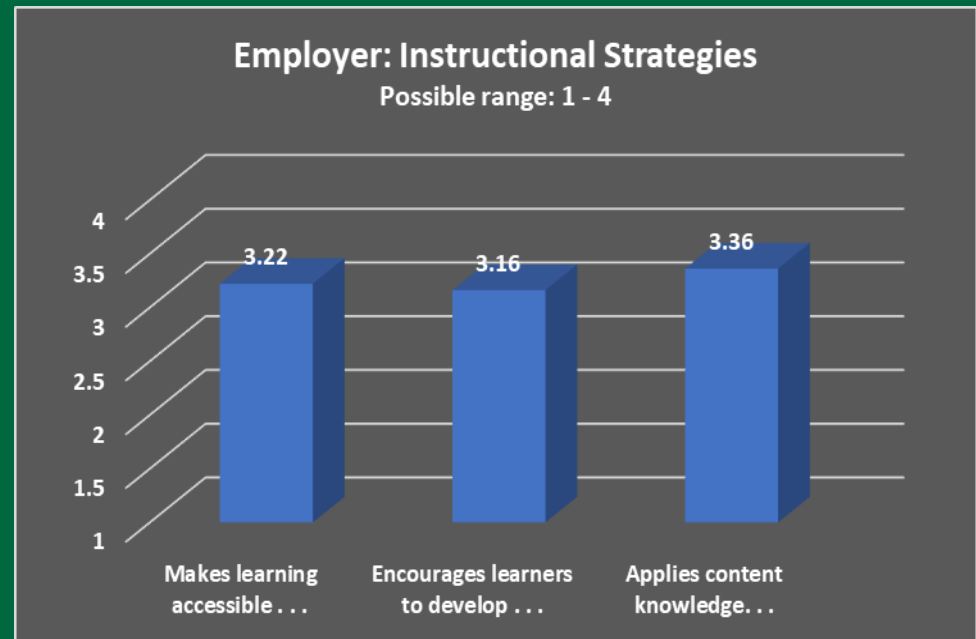
Survey Item: This teacher--	Mean
Uses multiple methods of assessment to monitor learner progress	3.02
Minimizes bias in assessments, allowing learners to display the full extent of their learning	3.33
Creates learning experiences that support learners in reaching goals	3.31
Considers the results of assessments when planning instruction	3.13
Systematically adjusts plans to meet each student's learning needs	3.10



Employer Survey

Instructional Strategies

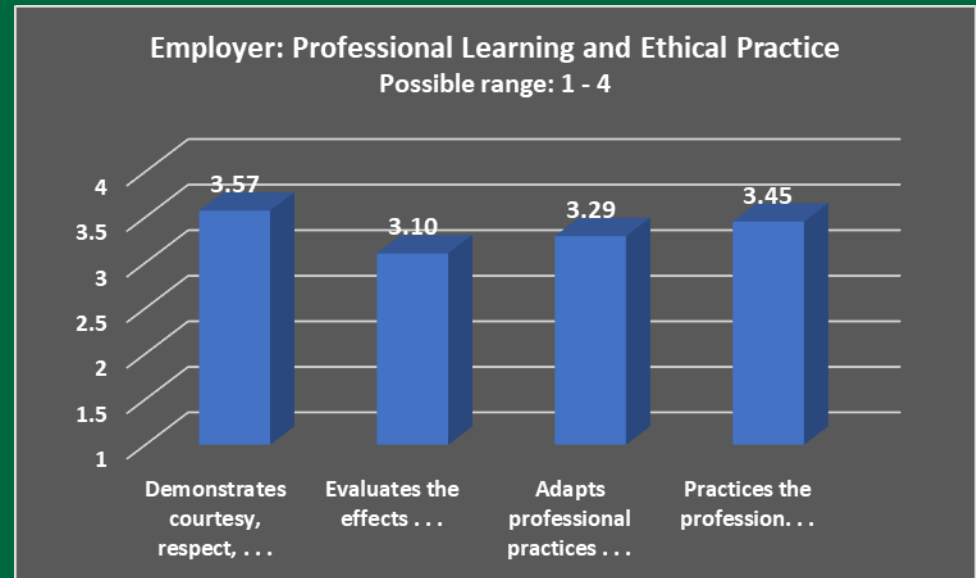
Survey Item: This teacher--	Mean
Makes learning accessible to all learners by using a variety of instructional strategies	3.22
Encourages learners to develop deep understanding of content areas	3.16
Applies content knowledge in meaningful ways	3.36



Employer Survey

Professional Learning and Ethical Practice

Survey Item: This teacher--	Mean
Demonstrates courtesy, respect, and positive regard for all students, for colleagues, and for families	3.57
Evaluates the effects of his/her decisions on others	3.10
Adapts professional practices to better meet learners' needs	3.29
Practices the profession in an ethical manner	3.45



Annual Reporting Measure 3

(ARM 3)

Impact

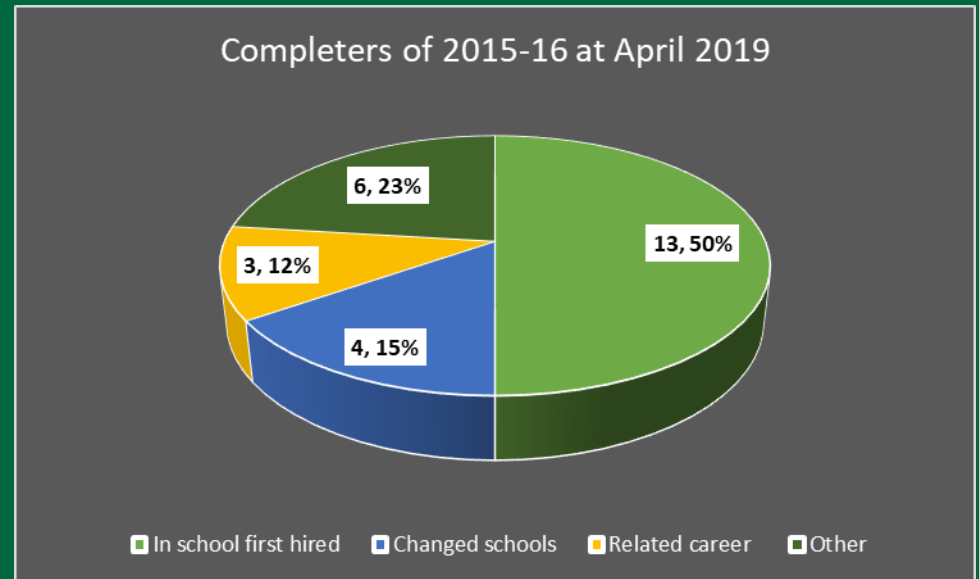
Employers are satisfied with completers' preparation for their assigned responsibilities

Retention in Position First Employed
and
Employer Survey Response

Retention

Completers of 2015-16 at April 2019

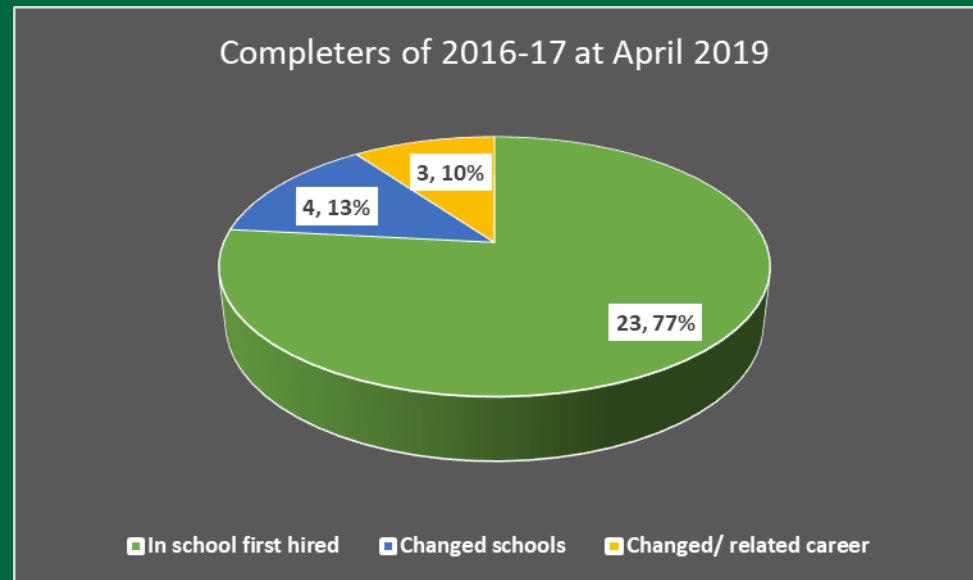
- Of the 26 completers of 2015-16, 13 are in the school they hired into their first year out.
- Changed schools: 4
- Related career: 3
- Other: 2 parenting, 3 not teaching this year, 1 unknown, unable to track



Retention

Completers of 2016-17 at April 2019

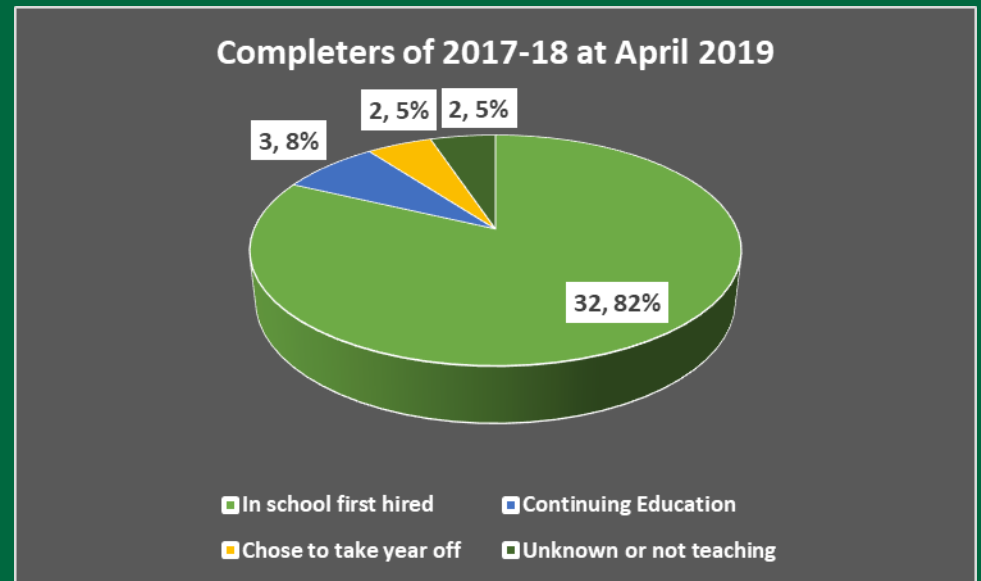
- Of the 30 completers of 2016-17, 23 are in the school they hired into their first year out.
- Changed schools: 4
- Changed and/or related career: 3



Retention

Completers of 2017-18 at April 2019

- Of the 39 completers of 2017-18, 32 are in the school first hired
- Continuing education: 3
- Chose to take year off: 2
- Unknown or not teaching: 2



Employer Survey

April 2018

Survey asked:

What is your level of satisfaction with the preparation of this teacher?

- Of the 42 responses, 22 indicated “Very pleased”
- A total of 31 indicated “Very pleased” or “Adequately, consistently satisfied”
- Overall survey response rate was 62% (42 of 67)

Annual Reporting Measure 4

(ARM 4)

Impact

Program completers perceive their preparation as effective, and as relevant to their job responsibilities

Alumni survey solicited completer perceptions of the helpfulness of various aspects of their preparation program

Completer Satisfaction

Alumni Survey, April 2019

Survey solicited ratings of the helpfulness of various components of the educator preparation program.

Components of Education Preparation	Helpful or very helpful		Item Response N
	%	#	#
Education courses (EDUC prefix)	71%	15	21
Content area courses (Secondary and K-12)	69%	9	13
Writing teaching commentaries	40%	8	20
Lesson planning	67%	14	21
Field experiences prior to methods immersion	84%	16	19
Methods immersion	86%	18	21
Student teaching	100%	20	20

Response rate: 41% (21 of 51).

Annual Reporting Measure 5

(ARM 5)

Outcome Graduation Rates

Admitted candidates graduate within expected time.

Graduation Rate

Candidates are expected to complete within 3 years of admission to the program*

Cohort	# Admitted to Program	# Graduated on Schedule
Class of 2015-16	26	26
Class of 2016-17	30	30
Class of 2017-18	41	39
3-year Total	97	95
95 / 97 = 98% graduation rate		

*Adjusted for variables such as time out for mission service

Annual Reporting Measure 6

(ARM 6)

Outcome

Ability of completers to meet licensing requirements

Completers meet licensing (certification) and any additional state requirements.

Licensure Rate

Candidates are expected to meet requirements for licensing in the State of Tennessee.

Cohort	Completed	Met Tennessee Licensure Requirements
Completers of 2015-16	26	26
Completers of 2016-17	30	30
Completers of 2017-18	39	39
3-year Total	95	95
95/95 = 100% met Tennessee licensure requirements		

Annual Reporting Measure 7

(ARM 7)

Outcome

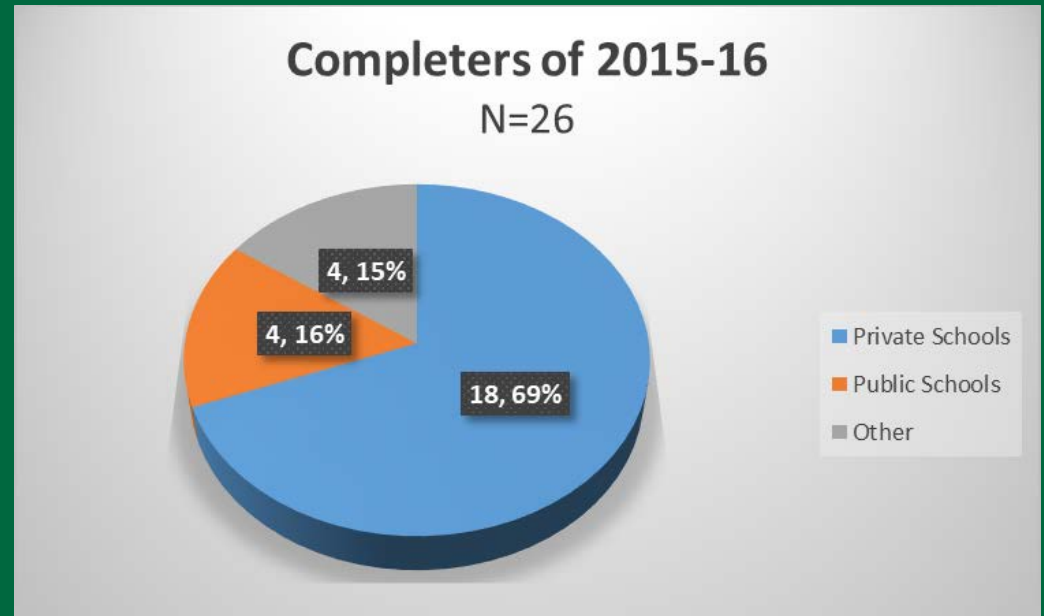
Ability of completers to be hired in education position for which they have prepared

Completers will be hired in education positions for which they have prepared.

Placement

Completers of 2015-16 at April 2017

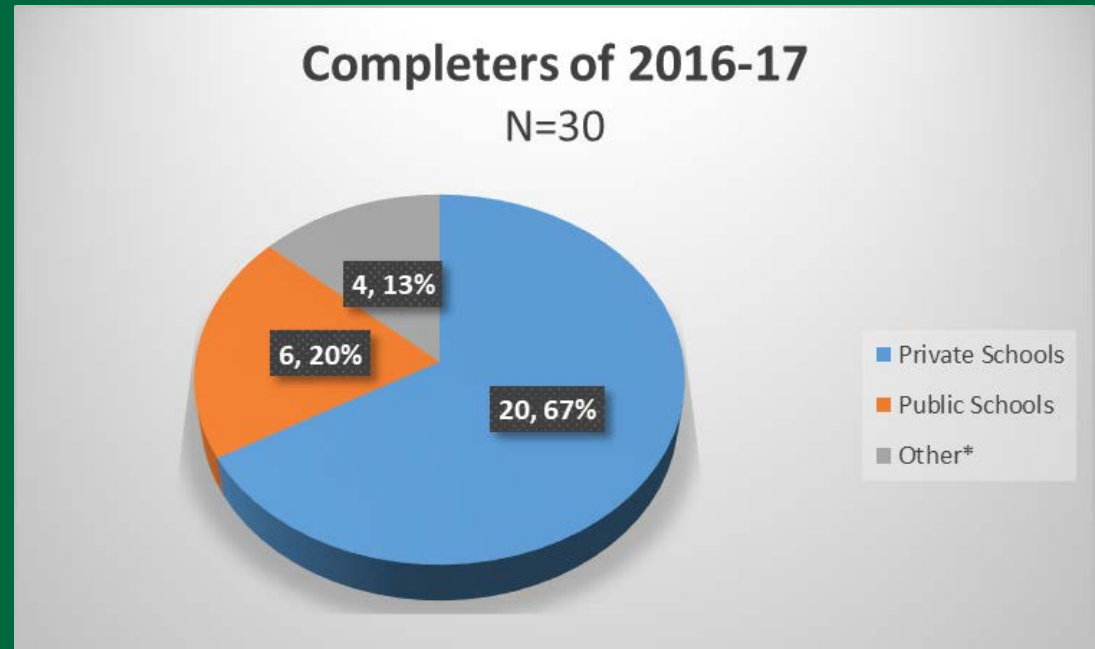
- Of the 26 completers of 2015-16, 18 found placement in private schools (one of those as a substitute the first year, full-time the second) and 4 in public schools.
- Other: 2 were out for parenting; 1 who had previously completed an Early Childhood program opened own licensed, private day care; 1 pursued master's in field



Placement

Completers of 2016-17 at April 2018

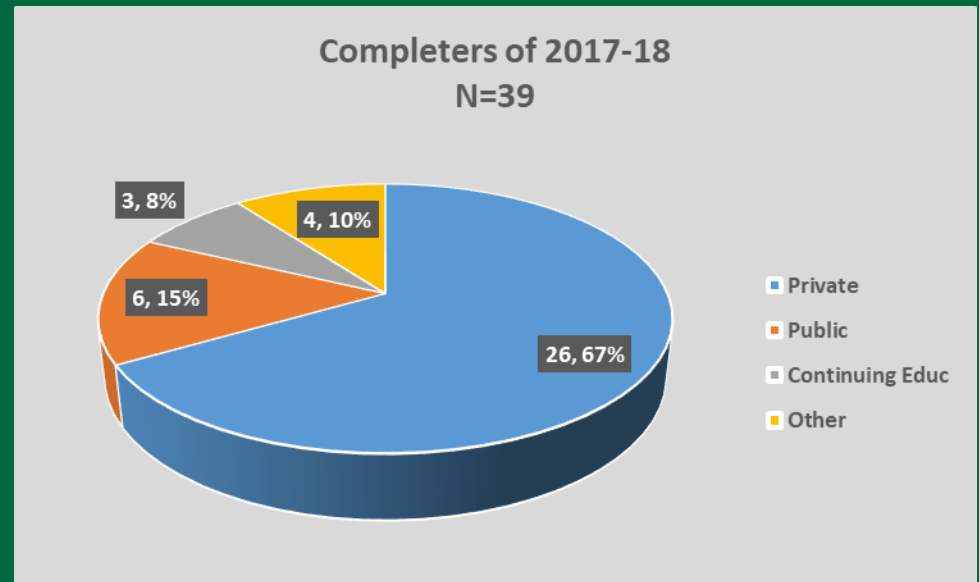
- Of the 30 completers of 2017-18, 26 served in the classroom the following year.
- Other: 2 continued education, 1 gave private lessons in field, 1 was in non-teaching position corresponding to secondary emphasis



Placement

Completers of 2017-18 at April 2019

- Of the 39 completers of 2017-18, 32 served in the classroom the 2018-19 year.
- Other: 3 continuing education



Consumer Information

Outcome

Student loan default rates and other consumer information

Three-year student loan default rate
and
Estimated cost of attendance

Student Loan Default Rate

	FY 2015	FY2014	FY 2013
Southern Adventist University	4.1%	4.3%	5.2%
National Student Loan Cohort	14.7%	13.7%	11.8%

Estimated Cost of Attendance

2019-20 Estimated Cost of Attendance	Residence Hall Student		Non-Residence Hall Student	
	Semester	Year	Semester	Year
Tuition (12-16 credit hours)	\$ 10,825	\$ 21,650	\$ 10,825	\$ 21,650
General fee	435	870	435	870
Residence Hall Rent	2,320	4,640		
Meal Plan	1,500	3,000		
Books and Miscellaneous Suppl	550	1,100	550	1,100
Total Estimated Costs	\$ 15,630	\$ 31,260	\$ 11,810	\$ 23,620

Sources

- Tennessee Atlas 2017 Performance Report online at <https://tnatlas.com/> (*institutional information is password protected*)
- Alumni Survey:, Student Surveys, Graduation Rates, Placement and Persistence: School of Education and Psychology Assessment Office
- Licensure Rates: State DOE Certification Liaison, School of Education and Psychology
- Official Cohort Default Rates for Schools. (n.d.). Retrieved April 1, 2019, from <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>
- Average cost of attendance: Southern Adventist University Student Finance
- InTASC: Interstate Teacher Assessment and Support Consortium. See [http://ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

Compiled by:

School of Education and Psychology Assessment
System Office

Phone: 423.236.2846

Email: haydene@southern.edu