

Mount Vernon Nazarene University

CAEP Annual Reporting Measures

2019-2020

Executive Summary

This report includes data for eight annual measures of MVNU program completer impacts and outcomes. Data is organized and reported by CAEP measure number and provided in numerical format with a short narrative description. The data indicates MVNU education program completers perform at similar or higher levels than program completers across the state of Ohio.

CAEP Annual Reporting Measure 1 (Impact Measure) – Impact on P-12 Learning and

Development (CAEP Component 4.1)

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 2015, 2016, 2017, and 2018.
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.

Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 school year. As a result, the Value-

Added data provided to institutions was limited or not collected at all. Value-Added data was not available for any MVNU completers for the 19-20 academic year.

Summary of Data

Based on previous data, the EPP expects MVNU teachers positively impact P-12 learning in the tested content fields.

CAEP Annual Reporting Measure 2 (Impact Measure) – Indicators of Teaching

Effectiveness (CAEP Component 4.2)

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
2015	14	22	N < 10	N < 10
2016	13	22	N < 10	N < 10
2017	N < 10	20	N < 10	N < 10
2018	N < 10	16	N < 10	N < 10
2019	N < 10	N < 10	N < 10	N < 10

Summary of Data

Ohio's ordered school-building closure and subsequent emergency legislation addressing the coronavirus pandemic-related issues (House Bill 197 of the 133rd General Assembly) had substantial impacts on state testing during the 2019-2020 school year. As a result, the OTES data provided to institutions was limited or not collected at all. Data for MVNU teachers in the most year was limited and not large enough for reporting purposes. Data from each of the previous four years of graduates indicate the majority of MVNU completers are rated as *Skilled* or

Accomplished in Ohio’s Teacher Evaluation System. These ratings are based on student academic growth and teacher performance, indicating MVNU completers are effective in the classroom.

CAEP Annual Reporting Measure 3 (Impact Measure) – Satisfaction of Employers and Employment Milestones (CAEP Component 4.3)

Ohio Resident Educator Program Persistence Rates

Description of Data: The Resident Educator Program in Ohio encompasses a robust four-year teacher development system. The data below show the persistence of Mount Vernon Nazarene University graduates through the program.

Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Enter	Persist		Enter	Persist		Enter	Persist		Enter	Complete	
2015	3	3	100%	3	3	100%	14	14	100%	26	25	96.2%
2016	5	6	120%	8	8	100%	37	36	97.3%	N/A	N/A	N/A
2017	6	5	83.3%	20	20	100%	N/A	N/A	N/A	N/A	N/A	N/A
2018	32	30	93.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	29	29	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

MVNU Education Employer Satisfaction Survey

Description of Data: MVNU developed and implemented an employer satisfaction survey to gather data about the satisfaction and perceptions of principals and superintendents who employ MVNU program completers. The survey is sent directly to administrators by MVNU Education staff and data is collected through Qualtrics, an online survey provider.

2019-20

N=10

Response Rate = 47.6%

Prompt: MVNU prepared teachers...	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. With knowledge of research on how students learn.	3.33	3.15	3.37	3.31	3.40
2. With a high level of knowledge in the academic content they now teach.	3.5	3.08	3.56	3.46	3.70
3. To identify instructional strategies appropriate to their content area.	3.42	3	3.37	3.31	3.30
4. To align instructional goals and activities with school and district priorities.	3.5	3.08	3.41	3.46	3.30
5. To use a variety of diagnostic, formative, and summative assessments.	3.33	3.15	3.41	3.38	3.10
6. To use assessment data to inform instruction.	3.33	2.92	3.44	3.15	3.30

7. To understand and respect students' diverse cultures, language skills, and experiences.	3.67	3.46	3.59	3.38	3.10
8. To differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.17	3	3.41	3.31	3.10
9. To use strategies for effective classroom management.	3.33	2.92	3.26	3.15	3.00
10. To treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.75	3.38	3.63	3.54	3.60
11. To communicate clearly and effectively.	3.58	3.31	3.63	3.38	3.40
12. To understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.75	3.46	3.63	3.69	3.60
13. To collaborate with colleagues and members of the community when and where appropriate.	3.58	3.38	3.48	3.46	3.30
14. To understand the importance of communication with families and caregivers.	3.58	3.46	3.41	3.15	3.20
15. To assume responsibility for professional growth.	3.42	3.31	3.48	3.38	2.75

Summary of Data

The 2019-2020 survey was distributed to 21 known employers of MVNU graduates and 10 responded (response rate of 47.6%). 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 2019-2020 showed MVNU completers scored particularly high in the areas of *treating students fairly, high level of content knowledge, and professionalism*.

CAEP Annual Reporting Measure 4 (Impact Measure) – Satisfaction of Completers (CAEP Component 4.4)

ODHE Resident Educators' Reflections on their Educator Preparation Program

Description of Data

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program.

*Survey results for the 2018 and 2019 data years resulted in a low N for MVNU program completers.

	2017	2018	2019	2020
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		Inst Avg	State Avg (N=854)	Inst Avg (N<10)	State Avg (N=305)	Inst Avg (N<10)	State Avg (N=399)	Inst Avg	State Avg (N=453)
1.	My teacher licensure program prepared me with knowledge of research on how students learn.	3.63	3.46	(N<10)	3.48	(N<10)	3.43	3.70	3.43
2.	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, & at-risk students in order to plan and deliver appropriate instruction.	3.19	3.19	(N<10)	3.18	(N<10)	3.16	3.50	3.19
3.	My teacher licensure program prepared me with high levels of knowledge & the academic content I plan to teach.	3.31	3.32	(N<10)	3.32	(N<10)	3.30	3.60	3.27
4.	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.50	3.38	(N<10)	3.37	(N<10)	3.40	3.70	3.37
5.	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.06	3.31	(N<10)	3.32	(N<10)	3.31	3.70	3.26
6.	My teacher licensure program prepared me to align instructional goals & activities with Ohio's academic content standards, including the Common Core State Standards.	3.69	3.50	(N<10)	3.53	(N<10)	3.53	3.70	3.53
7.	My teacher licensure program prepared me to use assessment data to inform instruction.	3.56	3.38	(N<10)	3.40	(N<10)	3.40	3.60	3.40
8.	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.63	3.39	(N<10)	3.41	(N<10)	3.41	3.70	3.39
9.	My teacher licensure program prepared me to apply knowledge of how students learn to inform instruction.	3.69	3.43	(N<10)	3.47	(N<10)	3.44	3.60	3.42
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, & at-risk students.	3.50	3.30	(N<10)	3.28	(N<10)	3.32	3.60	3.31
11	My teacher licensure program prepared me to identify strategies to increase student motivation & interest in topics of study.	3.25	3.24	(N<10)	3.24	(N<10)	3.25	3.40	3.23
12	My teacher licensure program prepared me to create learning situations in which students work	3.50	3.37	(N<10)	3.43	(N<10)	3.38	3.70	3.39

	independently, collaboratively, &/or a whole class.								
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.50	3.15	(N<10)	3.06	(N<10)	3.15	3.50	3.12
14	My teacher licensure program prepared me to communicate clearly & effectively.	3.63	3.43	(N<10)	3.46	(N<10)	3.46	3.70	3.42
15	My teacher licensure program prepared me to understand the importance of communication with families & caregivers.	3.63	3.37	(N<10)	3.41	(N<10)	3.43	3.60	3.35
16	My teacher licensure program prepared me to understand, uphold, & follow professional ethics, policies, & legal codes of professional conduct.	3.81	3.58	(N<10)	3.58	(N<10)	3.57	3.70	3.56
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, & summative assessments.	3.56	3.41	(N<10)	3.42	(N<10)	3.43	3.60	3.42
18	My teacher licensure program prepared me to understand students' diverse cultures, language skills, & experiences.	3.56	3.33	(N<10)	3.34	(N<10)	3.31	3.60	3.31
19	My teacher licensure program prepared me to treat all students fairly & establish an environment that is respectful, supportive, & caring.	3.75	3.59	(N<10)	3.59	(N<10)	3.57	3.70	3.58
20	My teacher licensure program prepared me to use technology to enhance teaching & student learning.	3.50	3.28	(N<10)	3.28	(N<10)	3.31	3.60	3.22
21	My teacher licensure program prepared me to collaborate with colleagues and members of the community when & where appropriate.	3.69	3.40	(N<10)	3.41	(N<10)	3.41	3.70	3.39
22	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.56	3.34	(N<10)	3.36	(N<10)	3.43	3.70	3.34
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.13	3.12	(N<10)	3.14	(N<10)	3.18	3.70	3.15
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.19	2.96	(N<10)	3.03	(N<10)	3.08	3.30	3.04

25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.19	2.96	(N<10)	3.03	(N<10)	3.08	3.30	3.04
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.50	3.26	(N<10)	3.24	(N<10)	3.27	3.50	3.30
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.38	3.10	(N<10)	3.11	(N<10)	3.10	3.50	3.15
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	3.56	3.39	(N<10)	3.44	(N<10)	3.43	3.50	3.46
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.81	2.69	(N<10)	2.73	(N<10)	2.71	3.20	2.85
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.75	3.53	(N<10)	3.55	(N<10)	3.56	3.70	3.56
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, & rural).	3.50	3.33	(N<10)	3.30	(N<10)	3.32	3.60	3.33
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.69	3.53	(N<10)	3.53	(N<10)	3.54	3.70	3.52
33	My teacher licensure program provided cooperating teachers who supported me through observation & conferences (face-to-face or via electronic media).	3.69	3.54	(N<10)	3.51	(N<10)	3.51	3.70	3.52
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.81	3.54	(N<10)	3.51	(N<10)	3.51	3.50	3.50
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, & at-risk students).	3.38	3.29	(N<10)	3.31	(N<10)	3.33	3.40	3.33
36	My teacher licensure program provided opportunities to	3.44	3.31	(N<10)	3.38	(N<10)	3.33	3.40	3.34

	understand students' diverse cultures, language, & experiences.								
37	My teacher licensure program provided opportunities to work with diverse teachers.	2.88	3.19	(N<10)	3.18	(N<10)	3.18	3.10	3.13
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.06	3.23	(N<10)	3.22	(N<10)	3.22	3.00	3.17
39	My teacher licensure program provided opportunities to work & student with diverse peers.	3.13	3.24	(N<10)	3.29	(N<10)	3.25	3.20	3.20
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.75	3.54	(N<10)	3.55	(N<10)	3.55	3.70	3.52
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.56	3.44	(N<10)	3.46	(N<10)	3.47	3.70	3.43
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.69	3.53	(N<10)	3.55	(N<10)	3.54	3.60	3.49
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.63	3.43	(N<10)	3.41	(N<10)	3.45	3.60	3.37
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.56	3.39	(N<10)	3.40	(N<10)	3.43	3.70	3.35
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.69	3.59	(N<10)	3.59	(N<10)	3.57	3.70	3.54
46	My teacher licensure program provided clearly articulated policies published to facilitate progress to program completion.	3.44	3.36	(N<10)	3.33	(N<10)	3.40	3.70	3.56
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.38	3.18	(N<10)	3.13	(N<10)	3.23	3.70	3.12
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.44	3.37	(N<10)	3.31	(N<10)	3.36	3.70	3.34
49	My teacher licensure program provided prepared me with the knowledge & skills necessary to enter the classroom as a Resident Educator.	3.50	3.28	(N<10)	3.27	(N<10)	3.34	3.50	3.28

Summary of Data

Results from the survey indicate MVNU graduates have a high level of satisfaction with the educator preparation program. They feel well-prepared to create caring, supportive, and inclusive

classrooms, design instruction to support various learning needs, and work collaboratively with colleagues and parents. MVNU completers rated their preparation program more positively in almost every category than the state averages, indicating MVNU completers leave the institution with a higher level of satisfaction than peers at other institutions.

CAEP Annual Reporting Measure 5 (Outcome Measure) – Graduation Rates

Program Completion/Graduate Rates (Initial)			
Year	Admitted to Student Teaching	Completed Student Teaching/Graduated	Rate
2019-2020	79	78	98.70%

CAEP Annual Reporting Measure 6 (Outcome Measure) – Ability of completers to meet licensing (certification) and state requirements; Title II

Teacher Licensure Test Pass Rates		
Year	Completers Tested	Pass Rate
2017	56	96%
2018	49	96%
2019	58	88%
2020	61	90%

CAEP Annual Reporting Measure 7 (Outcome Measure) – Ability of completers to be hired in positions for which they have prepared

Academic Year	Completers	Licensing Rate		Employment Rate	
		N	%	N	%
2018-2019	58	51	88%	34	59%
2019-2020	61	61	100%	29	47.5%

Summary of Data

MVNU had 61 program completers in the 2019-2020 year. All 61 were recommended for licensure in the same year. A total of 29 program completers self-reported being employed in full-time teaching positions in the year immediately following their program completion. Additional completers found employment in part-time positions or other fields and some

obtained full-time positions in subsequent months. The impacts of the onset of the pandemic in the spring of 2020 on hiring is unknown, but thought to be significant given the state budget cuts to K-12 education.

CAEP Annual Reporting Measure 8 (Outcome Measure) – Student loan default rates and consumer information

Student loan default rates are based on three years of data. Default rates for Mount Vernon Nazarene University are included here.

Year	Default Rate
2017	4.8%
2016	5.7%
2015	4.6%