

CAEP Annual Outcome Measures for Teacher Education

Impact Measures

1. Impact on P-12 learning and development (Component 4.1): The following program completer and first-year employer survey data (2013 to 2017) demonstrate the program's impact on P-12 learning and development.

Elementary program completers reference specific data available (e.g., AIMSweb) more consistently than do secondary or all-level program completers. 2) Music program completers use performance data to demonstrate student impact (e.g., complexity of music from one performance to the next, intonation, etc.). 3) Special education program completers reference the meeting of IEP goals as demonstrating growth in student progress. 4) Secondary employers reference student engagement in observations, relationships, and understanding of content as evidence of student progress demonstrated by program completers. Data from the second question (both program completer and employer) indicate, in general, that program completer's impact on PreK-12 student progress is positive.

See the full report ([program completer](#) and [first-year employer](#)) for quantitative data on classroom management, planning, human growth and development, methods, assessment, technology, and equity.

2. Indicators of teaching effectiveness: The following program completer and first-year employer survey data (2013 to 2017) demonstrate the program completers indicators of teaching effectiveness.

Managing my classroom: 1) Employers (weighted average 3.2 on a 4-point scale) viewed graduates as stronger in this area than did the graduates themselves (weighted average 2.8 on a 4-point scale). 2) Three candidates identified that the EPP could improve preparation program in this area. 3) Candidates demonstrate understanding of evolving nature of classroom management based on changing population. 4) When disaggregated, data demonstrate beginning teachers view skills in managing their classroom as lower than do more experienced completers (1st-year weighted average 2.5, 2nd-year weighted average 2.8, 3rd-and 4th-year weighted average 3.0 on a 4-point scale). Demonstrates that perceptions of "managing my classroom" may be a skill that grows as teachers have more experience. 5) Comments from employers: "surpassed the typical 1st-year teacher in classroom management," "strong classroom management is evident," "grown a lot in three years," and "best sped teacher admin has ever seen." 6) Overall weighting by employer for this "Managing my classroom" was the strongest overall weighting for any of the categories.

Planning units and lessons: 1) Across the board, program completers view their performance in planning units more stringently than do their employers (could point to a reliability issue on the survey instrument, requires more study and/or be resolved with the addition of descriptors for each of the indicators). In each of the indicators, the program completer weighted average was in the 2.0 to 2.9 range, while the employer weighted average was in the 3.0 and above range (on a 4-point scale). 2) The school in which the program completer is employed may impact their own view of competence in unit planning.

Understanding my learners: 1) There is no clear distinction between program completer view of self and employer view of program completer in this area (back and forth between indicators). 2) For both program completers and employers, "Recognize the students mature and develop at different rates and stages in life" was the strongest indicator with weighted averages of 3.27 and 3.20 respectively. 3) Comment from employer indicates program completer understands working with PreK-12 students in poverty and/or from a variety of racial backgrounds. 4) Survey data demonstrate that program completer view this category most positively (received highest average weighting).

Utilizing methods of teaching and instruction: 1) Program completer and employer provided same overall average weighted rating (2.8 on a 4-point scale). Data demonstrate that employers view this category least positively (received the lowest average weighting by employers. 2) Comments in this area are highly individual; few commonalities other than generalized ability to meet needs of students is evident in program completers.

Assessing and tracking student performance: 1) Across the board, program completers view skills lower than do employers. Data demonstrate that program completers view this category least positively (received the lowest average weighting by program completers, 2.60 on a 4-point scale). 2) Program completers indicate that their strongest indicator of this category is "assessed learning through formative and summative assessments." 3) Tracks student progress is the highest indicator for the employers. 4) Disaggregated data demonstrate that as program completers gain experience, their view of competence in assessing student performance increases. 5) This category had the biggest gap between program completer weighted average (2.6) and employer rating (3.07).

Cross-cutting theme, Technology integration: 1) Both program completer and employer viewed completer "engaging learnings to access, interpret, evaluate, and apply information" lowest of the indicators. 2) The highest weighted average of the indicators was "respecting others in the use of social media." It should be noted that this indicator was not validated by the expert panel and will not remain on the instrument. 3) Comments indicate individual thought based in program completer current employment situation, with three program completers noting a lack of technology in their current setting.

Cross-cutting theme, Equity/All learners: 1) The EPP finds it interesting that the indicator rated highest by program completers was the indicator rated lowest by their employers (although the two scores are fairly close) - "accessing school and/or district based resources to support instruction based on learner needs." 2) The overall weighted average for program completers was 2.73 on a 4-point scale and the overall weighted average for employers was 3.13 on a 4-point scale. 3) The disaggregated data demonstrate that program completers rating went up as the number of years of experience went up. 4) There were few comments on this, the final question. The EPP wonders whether "instrument fatigue" may have come into play.

See the full report ([program completer](#) and [first-year employer](#)) .

3. Satisfaction of employers and employment milestones: See full [first-year employer survey report](#).
4. Satisfaction of completers: See full [program completer survey report](#).

Outcome Measures

5. Graduation Rates: See table below.
6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II: See table below.
7. Ability of completers to be hired in education positions for which they have prepared: See table below.

Year Completed Program	Licensure Rate ²	Completion Rate ³	Employment Rate			Location of Employment (1 st year)	Average Starting Salary - Kansas ¹
			Emp. in Educ.	Grad. School	Vol. Service		
2015-16 (N=23)	78%	100%	74%	4%	4%	OK, KS, NV	\$34,883
2016-17 (N=14)	100%	78%	71%	0%	14%	KS	\$34,883
2017-18 (N=9)	100%	75%	89%	11%	0%	KS, MO	Not yet reported

¹ According to NEA.

²Licensure Rate - defined as the ratio between candidates who obtained licensure and the candidates who completed the program. By extension, a 100% licensure rate indicates that all candidates successfully achieved a passing score on the required licensure exams. A lower licensure rate could be the result of multiple factors.

³Completion Rate - defined as the ratio between candidates who completed the program and the candidates who entered the program (candidates only counted during their anticipated graduation year).

8. Student loan default rates and other consumer information: In addition to the chart below, please see the following links for Consumer Information about Bethel College and the Teacher Education Program.

<https://www.bethelks.edu/academics/areas-study/teacher-education>

<https://www.bethelks.edu/about/consumer-information>



**START HERE
GO FURTHER**
FEDERAL STUDENT AID™

School Default Rates
FY 2015, 2014, and 2013

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2015	FY2014	FY2013
001905	BETHEL COLLEGE 300 EAST 27TH STREET NORTH NEWTON KS 67117- 8061	Bachelor's Degree	Private	Both (FFEL/FDL)	Default Rate	8	12.2	9.2
					No. in Default	15	20	16
					No. in Repay	186	163	173
					Enrollment figures	568	534	580
					Percentage Calculation	32.7	30.5	29.8

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2015 CDR Year will use 2013-2014 enrollment).

Current Date : 01/22/2019

[RETURN TO RESULTS](#)

The previous table can be accessed at:
<https://www2.ed.gov/offices/OSFAP/defaultmanagement/index.html>