

CAEP Accountability Measures for Academic Year 2020-2021.

The Council for the Accreditation of Education Preparation (CAEP) has eight annual reporting measures used to help inform the public on performance outcomes and program impact of the teacher education program. The first four are Impact Measures (CAEP Standard 4) and the last four are Outcome Measures for the undergraduate program with links to the data listed below.

IMPACT MEASURES

1. Impact on P-12 Learning and Development (Component 4.1)

Kansas is one of the states where sharing state assessment and other sorts of P-12 data is against regulation. However, most graduates return to their home communities to seek employment. Therefore, two of eight candidates were able to provide the EPP with pre and post data from one of the core content areas – Reading and Language Arts, Mathematics, Science and Social Studies. Two of eight graduates are employed in education fields that are not related to K-6th grade level, data not included.

Class Averages	Pre-Test % Correct	Post-Test % Correct	Change
Completer A	53%	81%	28%
Completer B	40%	60%	20%
Overall Average	46.5%	70.5%	24%

2. Indicators of Teaching Effectiveness (Component 4.2) Due to the small numbers of program completers who graduate each year, it makes it impossible to conduct a valid and reliable case study that measures the completers' effectiveness in teaching. Therefore, a focus group session has been created to interview completers after their first year and third year of teaching to discuss specific questions regarding their preparation and effectiveness in classroom management, unit and lesson planning, implementation of strategies and teaching methods, student assessment and achievement, technology integration and meeting the needs of diverse and all learners. This focus group session will occur during the first week of June to allow completers time to finish their year of teaching and reflect on their experience. Data from this focus group session will be compared with the graduate surveys and presented in the 2021-2022 annual report.

3. Satisfaction of Employers and Employment Milestones (Component 4.3)

Employer Satisfaction Surveys were sent to three of eight employers throughout the United States, as we were only able to receive three employer contact information. We received all three employer survey responses. See full [Employer Satisfaction Survey Report](#).

4. Satisfaction of Completers (Component 4.4)

Graduate Satisfaction Surveys were sent to the eight graduates in their 3-year, 2-year, or 1-year of teaching in spring of 2022. We received five out of eight survey responses from graduates in their third and first year of teaching. See full [Graduate Satisfaction Survey Report](#).

OUTCOME MEASURES

5. Graduation Rate:

The EPP strives for a higher graduation rate which is monitored by retention and attrition data collected for each cohort. The data begins with application to the ETEP every spring semester. This retention report is shared in faculty meetings and with the SOE Advisory Board in the fall semester.

Retention Report

	S2017		S2018		S2019		S2020		S2021		S2022	
	#	%	#	%	#	%	#	%	#	%	#	%
# Of Applicants	8		8		8		5		6		8	
#/% Accepted	6	75%	1	12.5%	6	75%	3	60%	2	34%	3	37.5%
#/% Provisional Acceptance	0	0%	7	87.5%	1	12.5%	2	40%	2	33%	5	62.5%
#/% Denied	2	25%	0	0%	1	12.5%	0	0%	2	33%		
#/% Provisional and Denied Eventually Accepted	0	0%	4	57%	0	0%	0	0%	2	100%		
Cumm #/% Fully Accepted	6	75%	5	62.5%	6	100%	3	100%	4	66.7%		
#/% Completers	5	83.33%	1	20%	2	34%	1	33.3%				
#/% who dropped program	1	16.67	1	20%	2	33%	2	66.7%				
#/% still in program (clinicals needed)	0	0%	3	60%	1	16.6%	0	0%				
#/% returned for clinicals (student teaching)	0	0%	0	0%	1 (8/21-5/22)	16.6%	0	0%				
Total # in Program	19		18		18		10		9		14	

The retention rate dropped significantly due to COVID-19 as teacher candidates elected to postpone their one-year clinical residency experience (student teaching) and others decided that the profession was not their calling. Several factors affected their decision-making process - candidates live in rural Native American/Alaska Native Communities, communities were in lockdown, and unstable internet connections. Candidates are slowly beginning to return to the ETEP (returning candidates and new applicants). In the spring of 2022, we had eight applicants apply to the program and they seem very committed and eager. The five applicants who received provisional acceptance are in the process of retaking the Praxis Core exam to bring their scores closer to the group average and completing courses this spring and summer.

6. Ability of Completers to Meet Licensing (Certification) and any Additional State Requirements:

The following data is taken directly from 2021 Title II report (data report from AY 2020-2021). Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing, and pass rate are not reported. Although the number is below minimum requirement, the pass rate of all completers during the three-year period of 2018-19, 2019-20, and 2020-21 is at 100%. See EPP data tables for the Praxis Content and PLT Exams.

Summary Pass Rates

Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
All program completers, 2020-21	2		
All program completers, 2019-20	1		
All program completers, 2018-19	5		
All program completers, combined 2018/19-2020/21 *	8		

* When two or more completer groups have fewer than ten completers, data is combined across the three completer years into an additional completer group for the Summary pass rates.

The EPP tracks the following licensure data for content knowledge and pedagogical knowledge. Candidates are considered program completers upon successful completion of the Praxis Elementary Education Content Knowledge Test for Reading and Language Arts, Math, Science and Social Studies and Praxis Principles of Learning and Teaching Exams. Below is the Licensure Exam Pass Rates for Program Completers for the combined three years (2018-19, 2019-20*, and 2020-21). For the years 2019-20 and 2020-21, the number of completers is less than 5. Therefore, to protect the confidentiality of the completers the year's average is not listed for the Praxis Content and PLT Exams.

Praxis Content Exam

Content Area	Cut Score	Overall Average Score	Overall Pass Rate	2018-2019		2019-2020 ^		2020-2021	
				Pass Rate	Average Score	Pass Rate	Average Score	Pass Rate	Average Score
Elementary Education (5017) Discontinued	153	168.8	100%	5/5 =100%	168.8				
ELED CKT Reading & LA (7812)	159	169.3	100%			1/1 = 100%		2/2 = 100%	
ELED Math (7813)	147	171	100%			1/1 = 100%		2/2 = 100%	
ELED Science (7814)	150	165.67	100%			1/1 = 100%		2/2 = 100%	
ELED Social Studies (7815)	157	168.33	100%			1/1 = 100%		2/2 = 100%	

^ (Starting in 2019-2020, the Praxis Test (5017) was discontinued and replaced with the Content Knowledge Test – CKT requiring four separate subtest scores for Reading and Language Arts, Mathematics, Science and Social Studies. This new test is adopted by the Kansas State Department of Education and the Kansas Institutions of Higher Education including Haskell Indian Nations University.)

Data depicts candidates’ performance on the Content Knowledge Test – CKT in the four content areas (Reading and Language Arts, Mathematics, Science and Social Studies) to be correlated with their preparedness in the methodology courses and taking of exam at the conclusion of their methodology courses in the spring semester. Candidates must pass the CKT in all four content areas to be eligible for clinical experience.

Praxis PLT Exam

Content Area	Cut Score	Overall Average Score	Overall Pass Rate	2018-2019		2019-2020*		2020-2021	
				Pass Rate	Average Score	Pass Rate	Average Score	Pass Rate	Average Score
PLT K-6 (5622)	160	168.85	100%	5/5 =100%	167.2			2/2 = 100%	

*(In 2019-2020, only one completer and unable to take PLT exam due to pandemic closure at all testing sites and unable to administer a home test.) Due to the circumstance the student was given a one-year nonrenewable teaching license.

7. Ability of Completers to be Hired in Education Positions for which they have prepared:

The Employment Chart identifies the number of completers each year who have attained a Kansas Initial Teaching License and their employment status.

Employment Chart

Year Completed Program, N=	Licensure Rate*	Completion Rate^	Employment Rate				Location of Employment in Education (1 st year)
			Employed in Education	Employed not in Ed.	Grad School	Unknown	
2018-19, N=5	100%	83%	4		1		AK, MT, MN, SD
2019-20, N=1	100%	20%	1				AZ
2020-21, N=2	100%	33.4%	2				NM, IN

***Licensure Rate** – defined as the ratio of between candidates who obtained licensure and the candidates who completed the program. A 100% licensure rate indicates that all candidates successfully achieved a passing score on the required licensure exams.

^**Completion 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).

In 2019-20 the program transitioned to a one-year clinical residency experience in teacher candidate’s home communities. Upon completion of their one-year clinical residency experience the teacher candidates were offered teaching positions in the host schools. The exposure in an elementary school of an entire year demonstrates the commitment and familiarity the teacher candidates have gained to secure employment in the elementary schools.

8. Student Loan Default Rates and other Consumer Information:

The U.S. Department of Education releases office default rates once per year. A cohort default rate is the percentage of an institution’s borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. **Haskell Indian Nations University does not participate in any student loan programs.**