

Hope College Education Department
Annual Reporting Measures

Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial level)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification and any additional state requirements: Title II (Initial))
3. Satisfaction of employers and employment milestones (Component 4.3)	7. Ability of completers to be hired in education positions for which they have been prepared (initial)
4. Satisfaction of completers (Component 4.4)	8. Student loan default rates and other consumer information (initial)

1. Impact on P-12 learning and development (Component 4.1)

In an effort to determine CAEP Standard 4.1 and our completers' impact on student growth and learning, we put together a case study involving 24 graduates who are employed in schools associated with our local intermediate school district. The Ottawa Area Intermediate School District (OAISD) is affiliated with 17 school districts and private schools in Ottawa County. There were several factors that went into the decision of why we chose this sample. First, Hope College regularly attends the OAISD Curriculum Director's (CD) monthly meeting in an effort to remain current with the hot topics that our local schools are facing. This collegiality has proven beneficial in the past with discussion of common issues between PK-12 and higher education, and this is where the idea of a case study began. Next, we brought to the CD our problem of practice (i.e. growth data and completer impact), and discussed how growth data was collected by districts within the ISD. The Michigan Department of Education (MDE) does not provide any growth data to EPP's and we have found that growth data collection varies greatly by district. We were pleased to hear from the CDs that Ottawa has somewhat systematized growth data collection. Evidence 4.1b shows the assessment chart that has been used within ISD schools and Evidence 4.1c shows the form used by area administrators with their teachers. Once we identified that OAISD schools similarly assess teachers in terms of their student growth data, we contacted over fifty graduates (24 responded that they would share their data with us) who are presently working within the ISD and asked permission for them to share their growth data score that they received from their administrator on their most recent end of year evaluation as well as their end of year evaluation rating. Scores for both the growth data section and overall rating can range from highly effective (HE), effective (E), minimally effective (ME), or ineffective (I).

We had to consider the way all Michigan teachers are evaluated when making this request. MDE allows districts to use several different evaluation systems with their teachers. We have districts in our area that use Marzano, Danielson, and 5-D. Regardless of which evaluation system that a district uses, all districts are required by law to have student growth data represent 25% of a teacher's final evaluation rating at the end of the school year. MDE shares final evaluation ratings with EPPs as a part of an Educator Preparation Index (EPI) score that we get every year.

After we received the information from the 24 teachers from seven different districts who responded to our request, we noticed how similar their growth data scores and final ratings were

(21 of the 24 teachers had the same growth data score as overall rating). A correlation study was done with the growth data scores and final evaluation score and can be found in Evidence 4.1a. The conclusion that we came up with was that there was no significant difference between our graduate's growth data score and their overall effectiveness rating.

Our next step was to look at the state provided effectiveness rating data for the last three years (2013-2016 is the most recent data that we have from MDE). This data is generated from the time frame described and only looks at graduates in their first three years in a public school in Michigan. Some of our graduates had one year of data, some had two years of data, and some had three years of data depending on when they graduated. As you will notice in Evidence 4.1d, 97% of our graduates received either a HE or E rating on their end of year evaluation, which shows us two things; our completers have a high impact on student learning and that employers are very satisfied with our completers' preparation. We continued the case study again this year and found that 98% of our graduates received either a HE or E rating on this past year's evaluation.

2. Indicators of teaching effectiveness (Component 4.2)

There are four main sources of data that provide the education department with evidence that our completers apply their knowledge, skills, and dispositions. We have MDE administered surveys, Hope College administered surveys, our STAT, and the analysis of our technology and diversity presentations that TCs are required to do near the conclusion of their final semester of study.

The MDE survey results are sent to us once a year and are compiled from the previous years' student teachers. The results of those surveys are reviewed and analyzed by our Standard 1 professors and reported to the department during our CAEP work days. The Hope College survey results are compiled once a year as well. Those results are reviewed and analyzed by our Standard 4 professors are reported to the department during our CAEP work days as well. The department hears both reports and discusses the similarities and differences, as well as the strengths and weaknesses. Once the discussion is completed, the CAEP Coordinating Council (CCC) has the responsibility of taking that discussion and putting together a plan for the future. That plan then comes back to the department for more discussion and approval.

Also factored in to this work is an analysis of our STAT data by our student teaching director. Again, the CCC hears that analysis and again looks for consistent information. Recently, we added the technology and diversity presentations by our student teachers in an effort to have them demonstrate proficiency in those areas based on the experiences that they had during their preparation.

MDE surveys are administered to TCs, CSs, and CTs at the conclusion of the student teaching semester. All three groups are given the same questions in an effort to triangulate the data. Answers on the surveys are typically consistent within the three groups and the analysis provides us with strong trends within the program.

The Hope College graduate survey is meant to determine the graduates perceived level of preparedness and the degree to which they felt the content was important to the profession. We send the survey to graduates from the previous three years. Those surveys are tagged to InTASC standards so we can easily compare that data with our STAT, which is also tagged to InTASC standards. We use a score of 3.2 (on a 4 point scale) as our passing cut rate for all domain scores, and scores are reported two different ways; first, overall means for the entire sample by perceived importance and preparedness, and second, disaggregated means by program level (elementary, secondary and special education). We initially disaggregated by content area, but our sample size was too small to run any viable analysis and that analysis violated statistical

assumption requirements. At the time of this report, we only have two cycles of data. The third cycle is currently being analyzed and comes from this past semesters surveys. That analysis will be available prior to the site visit. Lawshe's test of validity will be reported with the spring 2019 analysis. Cronbach's Alpha is strong with the 2015-16 = .81 and the 2016-17 = .87.

3. Satisfaction of employers and employment milestones (Component 4.3)

Two pieces of data are used for component 4.3; MDE provided Educator Effectiveness Ratings and our Hope College principal's survey. MDE provides EPPs with an Educator Preparedness Index (EPI) score which is comprised of three different components; MTTC pass rates, Survey results, and effectiveness ratings. The data that makes up the EPI is also provided by MDE for analysis, so we are able to review and analyze the effectiveness ratings apart from the other two. Effectiveness ratings are the final year end evaluation rating that a teacher received from their principal as long as that teacher is employed in a public school in Michigan. The data is tracked for the first three years of employment. Michigan public school teachers are given a rating of Highly Effective, Effective, Minimally Effective, or Ineffective which is based on one of five evaluation systems that are on the MDE approved list. Evidence 4.2d shows the most recent 3-year report of Hope College graduates. Our conclusion of the analysis is that employers are very satisfied with the performance of our graduates as proven by a 97% rating in the top two categories on this report.

The Hope College administered principal survey measures the performance in the field and overall satisfaction of our graduates. We take the last three years of graduates and send a survey to their building administrator regardless of the school that they are employed in. This survey, like the graduate survey that was explained in 4.2 is tagged to the InTASC standards to allow for easy triangulation. We use a score of 3.2 (on a 4 point scale) as our passing cut score for all domain scores on the survey. Scores are reported as overall means for the entire same. This was done because the principals did not identify our graduates by name or by program level. We have two cycles of data at the time of this report, with the analysis of the third cycle being completed this summer. The results of that analysis will be available in time for the site visit in February. Lawshe's test of validity was completed and our overall content validity index was 79.5 compared to the required 78% based on the sample size used. The Cronbach's Alpha is strong as well with the 2015-16 survey = .93 and the 2016-17 survey = .92.

4. Satisfaction of completers (Component 4.4)

When looking at component 4.4, we put all of the data that has been described in the previous three sections together and come up with an overall analysis of that data. Evidence shows the overall results of our graduate survey in the two categories of interest; importance and perception. Based upon the data previously disseminated, it is clear that our graduates consistently rate the program highly. The past three years data on the Hope College graduate survey shows that graduates believe, overall, they have been prepared well (average 80% score), and have been taught critically important content (average 90% score). Their education has led them to be successful in the eyes of their principals (98% of graduates scored highly effective or effective). Additionally, according to the Principal Survey, Michigan principals evaluated our graduates 3.67 (92%) on a 4 point scale. The preponderance of evidence attests to our graduates valuing highly Hope College's education department program. We are concerned with survey fatigue and noticed that the completion rate of this year's survey was down significantly from previous years. We have addressed this issue by combining our survey with the alumni survey that is put out annually by our Alumni Association so completers have but one survey to fill out rather than two.

5. Graduation Rates (initial level)

The graduation rates for Hope College for the 2018-19 academic year are:

4 year grad rate - 72%

6 year grad rate - 81%

6. Ability of completers to meet licensing (certification and any additional state requirements): Title II (Initial)

The 2018-19 Title II report shows that Hope College dipped slightly in the overall pass rates of certification tests (MTTC). The overall pass rate of 89% was down from the previous year's total of 93%. The subject area most affected by the drop was in our English program with the secondary test rate (78%) and elementary test rate (77%) both lower than previous years. We met with our English department, shared these numbers with them, and looked at specific subtest data to ensure that we were addressing the deficiencies that were noticed.

7. Ability of completers to be hired in education positions for which they have been prepared (initial)

For the third year in a row, 100% of Hope College certified completers have either found employment or chosen to continue their education within 6 months of graduation. Graduates have found employment in 13 different states and 6 foreign countries.

8. Student loan default rates and other consumer information (initial)

The student loan default rate for 2018-19 was 2%. This and all other consumer information collected by Hope College can be found at the following link.

<https://hope.edu/offices/compliance/consumer-information.html>