

**CANDIDATE PERFORMANCE DATA**

The following tables display licensure test results for those who have completed the Saint Mary's College Teacher Education program. Also included are tables that display required CAEP Annual Reporting Measures. Score data are not reported for single test takers in compliance with FERPA guidelines.

**2019-2020 (Indiana Core)**

**Elementary Education 2019-2020**

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
EE: General Sub: Reading (220)	25	236	31	83	1.24	96
EE: General Sub: Math (220)	24	238	29	82	1.21	90
EE: General Sub: Science/HE/PE (220)	24	231	29	90	1.21	69
EE: General Sub: SS/Fine Arts (220)	24	215	39	67	1.63	63
Elementary Education (220)	24	256	24	100	1	100
EN: Mild Intervention (220)	7	246	7	100	1	100
English Learners (220)	1					
Reading (220)	1					

\* N reflects the number of completers who took the test. Some did not seek Indiana certification.

**Secondary Education 2019-2020**

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
English Language Arts (220)	3	234	4	67	1.33	100
SS-Historical Perspectives (220)	1					
SS-Government/Citizenship (220)	1					
SS-Sociology (220)	1					
Mathematics (220)	3	231	3	50	1.5	100
Science-Life Science	1					
World Languages	1					
Secondary Education (220)	5	242	5	100	1	100

\* N reflects the number of completers who took the test. Some did not seek Indiana certification.

**P-12 Education 2019-2020**

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
Fine Arts: General Music (220)	1					
Fine Arts: Instrumental Music (220)	1					
P-12 Education (220)	1					

\* N reflects the number of completers who took the test. Some did not seek Indiana certification.

**2018-2019 (Indiana Core)**

**Elementary Education 2018-2019**

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
EE: General Sub: Reading (220)	17	232	22	71	1.2	77
EE: General Sub: Math (220)	16	242	18	88	1.1	94
EE: General Sub: Science/HE/PE (220)	16	240	18	88	1.1	94
EE: General Sub: SS/Fine Arts (220)	16	230	24	75	1.5	94
Elementary Education (220)	17	250	17	93	1	94
EN: Mild Intervention (220)	3	256	3	100	1	100
English Learners (220)	3	227	3	67	1	67
Reading (220)	2	214	4	0	2	25

\* N reflects the number of completers who took the test. Some did not seek Indiana certification.

**Secondary Education 2018-2019**

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
English Language Arts (220)	4	237	4	100	1	100
SS-Historical Perspectives	2	247	2	2	1	100
SS-Government/Citizenship	1					
SS-Sociology (220)	1					
Mathematics (220)	4	232	5	75	1.3	75
Secondary Education (220)	12	261	12	92	1	92

\* N reflects the number of completers who took the test. Some did not seek Indiana certification.

**P-12 Education 2018-2019**

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
Fine Arts: General Music (220)	1					
Fine Arts: Instrumental Music (220)	0					
Fine Arts: Vocal Music (220)	0					
Fine Arts: Visual Arts (220)	1					
P-12 Education (220)	1					

**2017-2018 (Indiana Core)**

**Elementary Education 2017-2018**

Test (Passing)	N*	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
EE: General Sub: Reading (220)	21	245	21	100	1	100
EE: General Sub: Math (220)	20	242	29	84	1.3	95
EE: General Sub: Science/HE/PE (220)	21	245	23	90	1.1	95
EE: General Sub: SS/Fine Arts (220)	22	225	32	73	1.3	95
Elementary Education (220)	20	262	20	20	1	100
EN: Mild Intervention (220)	10	243	10	90	1	90
English Learners (220)	7	239	7	86	1	86
* N reflects the number of completers who took the test. Some did not seek Indiana certification.						

**Secondary Education 2017-2018**

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
English Language Arts (220)	2	230	3	50	1.5	100
SS-Historical Perspectives						
SS-Government/Citizenship						
Mathematics (220)						
Secondary Education (220)	5	262	5	100	1	100
* N reflects the number of completers who took the test. Some did not seek Indiana certification.						

**P-12 Education 2017-2018**

Test (Passing)	N	Mean	Attempts	Passing % First Time	Average Attempts	Passing %
Fine Arts: General Music (220)	0					
Fine Arts: Instrumental Music (220)	0					
Fine Arts: Vocal Music (220)	0					
Fine Arts: Visual Arts (220)	0					
P-12 Education (220)	0					

**CAEP Annual Reporting Measures IMPACT MEASURES**

Impact Measure	Source	Findings
<p><b>1. P-12 student learning/development</b></p>	<p>In accordance with the CAEP’s 2021 guidelines on assessing impact measures (<i>2021 EPP Annual Accreditation Report[Annual Report]Technical Guide</i>), we will no longer be using the <i>Indiana Supervisor Report</i> (see Impact Measure 2) as a measure of Graduates’ Impact on P-12 Learning.</p> <p>Measures of Graduates’ Impact on P-12 Learning are currently under development with the plan to implement one or measures during the 2021-2022 academic year with the intent of providing initial data in our spring 2022 annual report. One measure currently under development is: <i>SMC EDU Measurement of Graduates’ Impact on P-12 Learning Proposal</i>. This proposal for a research paradigm is presented in Appendix A of this document.</p>	<p>TBA</p>
<p><b>2. Observations of teaching effectiveness: Indiana Supervisor Report</b></p>	<p>Review of IDOE Teacher Evaluations <a href="http://www.doe.in.gov/evaluations">http://www.doe.in.gov/evaluations</a></p> <p>A <b>Highly Effective</b> teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.</p> <p>An <b>Effective</b> teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.</p> <p>A teacher who is rated as <b>Improvement Necessary</b> requires a change in performance before he/she meets expectations. This is a teacher who an evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.</p> <p>An <b>Ineffective</b> teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes (Indiana Teacher Evaluation: Public Law 90).</p>	<p>Aggregate principal/supervisor evaluation scores for St. Mary’s first through third year teachers:</p> <p>2019-2020 (N=143)                      70% Highly Effective                      30% Effective</p> <p>2018-2019 (N=146)                      64% Highly Effective                      34% Effective                      2% Improvement Necessary</p> <p>2017-2018 (N=144)                      64% Highly Effective                      33% Effective                      2% Improvement Necessary                      &lt;1% Ineffective</p>

Impact Measure	Source	Elementary and Secondary Combined				
<b>3. Employer satisfaction and completer persistence</b>	Mean scores from the four InTASC Categories from the most recent cycle of Employer (Principal) Satisfaction Surveys. (Elementary and Secondary Combined). These results are based on a four-point scale: Below Expectation (1), Developing (2), Meets Expectations (3), Exceeds Expectations (4). Data collected Spring 2020 on 2015 and 2019 completers.	<b>Year</b>	<b>Learner &amp; Learning</b>	<b>Content Knowledge</b>	<b>Instructional Practice</b>	<b>Professional Responsibility</b>
		2019	3.65	3.70	3.38	3.80
		2018	3.57	3.44	3.35	3.76
		2017	3.44	3.47	3.20	3.46
		2016	3.31	3.09	3.10	3.46
		2015	3.75	4.00	3.50	3.92
<b>4. Completer satisfaction</b>	College Institutional Research administered surveys to one-year and five-year alumnae.  These standards are extensively aligned with multiple sets of, including the InTASC and Indiana State Standards. These results are based on a four-point scale: Beginning (1), Developing (2), Proficient (3), Outstanding (4).	Elementary and Secondary Combined				
		<b>Year</b>	<b>Learner &amp; Learning</b>	<b>Content Knowledge</b>	<b>Instructional Practice</b>	<b>Professional Responsibility</b>
		2019	3.34	3.36	3.07	3.36
		2018	3.38	3.46	3.34	3.50
		2017	3.54	3.48	3.44	3.57
		2016	3.71	3.34	3.80	3.56
		2015	3.78	3.75	3.68	3.82

**CAEP Annual Reporting Measures OUTCOME MEASURES**

Impact Measure	Source	Findings					
<b>5. Completer/Graduation Rate</b>	TITLE II AND STATE REPORTING  Retention: Underclasswoman Completion: Graduates	<b>Rates as reported to TITLE II</b>					
		<b>YEAR</b>	<b>Attrition</b>	<b>Retention</b>	<b>Completion</b>		
		<b>2019-2020 (N=75)</b>	1.3% (1)	60% (45)	40% (30)		
		<b>2018-2019 (N=56)</b>	0% (0)	48% (27)	52% (29)		
		<b>2017-2018 (N=58)</b>	2% (1)	50% (30)	48% (28)		
<b>6. Licensure Rate</b>	Teacher License Lookup for Indiana	<b>Three Year Trends for Licenses</b>					
		<b>YEAR</b>	<b>Program</b>	<b>N</b>	<b>Indiana</b>	<b>Other</b>	<b>Not Reported</b>
		<b>2019-2020</b>	Elementary	23	13	IL:1, 1 Applied	8
			Secondary/P-12	7	6	IL: 1 Applied	
		<b>2018-2019</b>	Elementary	17	15	IL:1, MI 1	
			Secondary/P-12	12	11		1
		<b>2017-2018</b>	Elementary	21	18		3
			Secondary/P-12	7	6		1
<b>7. Employment Rate.</b>	<b>One-Year Out.</b> As reported by College Institutional Research Office (Updated 2020): Graduates 2009-2018	Education Employed Full Time: 78.6% (College 61.1%) Enrolled or Completed Graduate School: 19.3% (College 34.8%) Employed Full Time or Enrolled GS: 86.5% (College 84.9%)					
	<b>Five-Years Out.</b> As reported by College Institutional Research Office: Graduates 2005-2014	Education Employed Full Time: 89.7% (College 82.8%) Enrolled or Completed Graduate School: 50.3% (College 51.7%) Employed Full Time or Enrolled GS: 96.1% (College 94.2%)					
<b>8. Loan Default Rate</b>	HLC Report, SMC Financial Aid Office	The College loan three-year default rate was 1.2% as of 2018					

## Discussion

The information presented in the tables above and in the discussion below is regularly shared, with feedback sought from, relevant stakeholders including teachers and administrators from local P-12 schools and districts, alumni, college administration, and Specialized Professional Associations.

The Indiana Supervisor Report for 2019-2020 (<https://www.doe.in.gov/sites/default/files/evaluations/er-report-18-19-sboe.xlsx>) data are provided by the Indiana Department of Education based on supervisor evaluation of teachers. All St. Mary's graduates observed were judged to be at minimum *Effective*, with the majority receiving ratings of *Highly Effective*.

Regarding employer (principal) evaluations, #3, the previous year's measure of Professional Responsibility continued to be the highest rated area followed by Content Knowledge. Averages for all criteria were between 3 and 4, falling within the range between Meets Expectations (3) and Exceeds Expectations (4). The highest averages were received by graduates five years after completing the program, indicating that graduates continue to grow in their professional competencies as they advance in their careers.

Alumnae evaluations are largely consistent with the principal evaluations, showing no consistent pattern of variation. While there were slight decreases from previous years, overall there is a positive trend toward being highly satisfied. Averages for all criteria were between 3 and 4, falling within the range between Proficient (3) and Outstanding (4). The levels of satisfaction are similar to the exit surveys.

With regard to completer rates, we are generally satisfied with the rate of attrition and completion. The 1% attrition rate in 2019-2020, slightly higher than the prior years' 0%, indicates that attrition remains an exception rather than a rule. Almost all of our candidates complete the program in four years. It would be an exception should one not be able to do so.

Regarding state licensure we have strongly emphasized the importance of getting the Indiana License even if the candidate does not intend to stay in Indiana. In most states, having obtained the Indiana license makes the process of obtaining licensure in those states easier. However, licensure rates have decrease for 2020 (Indiana 63%, all states 70%) graduates compared to 2019 graduates (Indiana 90%, all states 97%). While this development does raise some concern, many 2020 graduation candidates would have taken licensure examinations in the spring 2020 semester and after; completing licensure requirements likely was obstructed by the COVID pandemic's impact on test taking opportunities.

Data on employment are current through 2020. The education full-time employment rate for the first year is 79%, higher than the college in general (61%); this trend continues at the five-year mark at 90% (general 83%). Completers employed full time or enrolled in graduate school increases from 87% to 91% from the one-year mark to the five-year mark. Employment and continuing education trends are positive for St. Mary's education graduates. Maintaining and continuing that status will remain a priority for the education department.

Given the SES demographics of the College, we have a very low loan default rate of 1.2% (institution wide, data are not available just for education).





InTASC Standards Grouping for Surveys:

The Learner & Learning

Standard 1: Learner development

Standard 2: Learning differences

Standard 3: Learning environments

Content

Standard 4: Content knowledge

Standard 5: Application of content

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for instruction

Standard 8: Instructional strategies

Professional Responsibility

Standard 9: Professional learning and ethical practice

Standard 10: Leadership and collaboration

**SMC EDU Measurement of Graduates' Impact on P-12 Learning**

Goal: Assess the impact of Saint Mary's College education graduates on P-12 learning in their current P-12 classrooms. Collect those data in a stratified manner so that the data reflect impact reflecting the following variables:

- K-6 and 5-12 levels
- Urban, Suburban and Rural settings
- Diversity in SES, racial, ethnic, and gender
- Public/Private settings

Purpose: to determine if Saint Mary's education department programming is effective in producing teachers capable of affecting positive change in student achievement in the current P-12 learning and teaching milieu.

Methodology: use of a pretest-posttest design to measure change (i.e., growth) in student achievement to measure the impact of instruction occurring between pretest and posttest.

Presumptions<sup>1</sup>:

1. Instruction and assessment would align to typical methodologies, procedures and curricula for the class being studied.
2. The class being studied would be relatively homogeneous in terms of age/grade level.
3. Assessments will be teacher-made to align with current instructional goals in place at the time of the study.
4. Instruction will be teacher-designed to align with current instructional goals in place at the time of the study.
5. Instruction objectives, goals, methods, materials and procedures will be documented for analysis.
6. Assessments will be objective (e.g., True/False, Multiple Choice, Fill-in the-Blank, Matching, etc.) or will use an assessment rubric for measures such as essays and other written/more subjective works.
7. Objective assessments will consist of a minimum of 5-10 items for grades K-6 and 10-15 items for grades 5-12<sup>2</sup>. Rubrics will consist of a minimum of 5 criteria.
8. To allow for comparison and assess change, Assessment One and Assessment Two will follow the same format as outlined in item 5 and consist of the same number of questions/criteria.
9. At least half of the assessment questions will be above the knowledge level.
10. Achievement and changes (i.e., growth) will be measured and reported using percentages to allow for comparisons within and among groups, as well as aggregation.
11. The interval between Assessment One (pretest) and Assessment Two (posttest) will be a minimum of 24-48 hours.
12. Students will be provided feedback on Assessment One prior to subsequent instruction/Assessment Two. Feedback will be documented using teacher notes, class handouts or other materials.

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<sup>1</sup> Modifications of presumptions, policies and/or procedures may be required when studying specific populations such as exceptional learners or speakers of English as a new language.

<sup>2</sup> Number of questions may vary to accommodate younger learners, those with special needs, English language learners, or for questions that are multifaceted and have requirements such as "show your work".

<b>Graduate Impact Study Rubric (Completed by St. Mary's Education Faculty to Determine Research Quality)</b>					
	<b>Below Expectation (1)</b>	<b>Developing (2)</b>	<b>At Expectation (3)</b>	<b>Above Expectation (4)</b>	<b>Score*</b>
Assessment items and instructions are clearly worded.	Assessment items and instructions lack clear wording.	Some Assessment items and instructions are clearly worded.	Assessment items and instructions are generally clearly worded.	All Assessment items and instructions are clearly worded.	
Assessments are developmentally appropriate in organization and format.	Assessments are clearly not appropriate for grade level.	Some elements of the assessments are grade appropriate, but it is inconsistent.	The assessments are generally grade appropriate in organization and format.	The assessments are clearly grade appropriate in organization, format and presentation.	
Assessments are scored according to answer keys.	Scoring does not follow the answer keys and/or is inaccurate.	Scoring is inconsistent and does not effectively relate to instruction.	Scoring is generally accurate and provides the basis instruction.	Scoring is clearly accurate and provides a clear basis for instruction.	
Feedback	Little or no feedback is provided following Assessment One	Feedback provided following Assessment One is incomplete, lacks clarity, or does not relate directly to students' Assessment One performance.	Feedback provided following Assessment One is complete, clear, or relates directly to students' Assessment One performance.	Feedback provided following Assessment One is complete, clear, or relates directly to students' Assessment One performance aligns seamlessly with subsequent instruction.	
Instruction	Lesson objectives do not relate to assessments/instruction	Lesson objectives generally relate to assessments/instruction	Lesson objectives relate to assessments/instruction	Lesson objectives clearly relate to assessments/instruction	
Change (student growth)	No students demonstrated growth	A minority of students demonstrated growth	A majority of students demonstrated growth	Nearly all students demonstrated growth	

**Appendix A: Impact on P-12 Learning Proposal**

<b>Graduate Impact Study Rubric (Completed by St. Mary's Education Faculty to Determine Research Quality)</b>					
	<b>Below Expectation (1)</b>	<b>Developing (2)</b>	<b>At Expectation (3)</b>	<b>Above Expectation (4)</b>	<b>Score*</b>
Question Level (for tests)	All questions are at the knowledge level	Some questions above the knowledge level	50% of questions are above the knowledge level	The majority of questions are above the knowledge level	
<b>OR</b>					
Assignment Level (for all other types of assignments)	Assignment Only Requires Thinking at the Knowledge Level	Assignment Requires Some Thinking above the Knowledge Level	Assignment Cannot Be Completed Without Thinking above the Knowledge Level	Assignment Mostly Requires Thinking above the Knowledge Level	
<b>Reviewer Name</b>		<b>Candidate Name</b>		<b>Total Score</b>	
Comments:					
<b>Scoring:</b> *All scores should be 3 or higher for research to be judged acceptable. Extenuating circumstances will be considered for exceptions in scoring.					
<b>Analysis:</b> The change/student growth will be used to determined Saint Mary's Graduates' impact on P-12 learning and achievement. The remaining criteria will be used to inform modifications/additions to courses and/or programs.					