

# Concordia University, Nebraska

---

## Educator Preparation Program



## Display of Annual Reporting Measures

In compliance with  
CAEP Annual Report  
and Title II Annual Report

2016-2017 Academic Year Reported

**Part 1**  
**Education Program Completers 2016-2017**  
**(Title II)**  
**Graduation Rates 2016-2017**  
**(CAEP)**

# Education Program Completers 2016-2017 (Title II)

## Graduation Rates 2016-2017 (CAEP)



Number of completers for programs leading to initial teacher certification or licensure/

Graduation Rate:

55

Number of completers for advanced programs/

Graduation Rate:

233

**Part 2**  
**Initial Program Completer**  
**Grade Point Average**  
**2016-2017**  
**(Title II)**

# Initial Program Grade Point Average (Title II)



Median GPA of individuals  
accepted into the program in  
academic year 2016-17:

3.64 (on 4.0 scale)

Median GPA of individuals  
completing the program in  
academic year 2016-17:

3.71 (on 4.0 scale)

# **Part 3**

## **Praxis Content Test Pass Rates (CAEP and Title II)**

# Praxis Content Test Pass Rates



Initial program completers:

Number Taking Tests	Number Passing Tests	Pass Rate
55	54	98%

Advanced program completers: Data not available

**Part 4**  
**Program Completers'**  
**Impact on P-12 Learning and Development and**  
**Indicators of Teaching Effectiveness (CAEP)**



# Impact on P-12 Learning and Development and Indicators of Teaching Effectiveness (CAEP)



Data collection for the Impact Measures in CAEP Standard 4.1 Impact on P-12 Learning and Development and CAEP 4.2 Indicators of Teaching Effectiveness is piloted in Spring 2018. A convenience sample of Elementary Education and Secondary Education program completers in their first, second or third year of teaching will be used for data collection.

Two points of data will be collected:

1. The Panorama Student Survey will be administered to these completers' P-12 students. Survey results will provide data measuring program completers' impact on P-13 learning and development.
2. Trained observers will use the Nebraska Department of Education Clinical Practice Evaluation (2016) to evaluate program completers in their setting. These data will provide measure of indicators of teaching effectiveness using a valid instrument.

Results of this pilot will be reported in Concordia University's 2018 CAEP Self-Study and 2019 CAEP Annual Report.

**Part 5**  
**Satisfaction of Employers,  
Employment Milestones and  
Satisfaction of Completers (CAEP)**

# Satisfaction of Employers, Employment Milestones and Satisfaction of Completers (CAEP)



## 2017 Nebraska First Year Teacher Survey

### Introduction

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-March to late April 2017. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs at 15 preparation institutions in the state. Concordia University was a participating preparation institution.

Evaluation indicators are based on the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011. For a list of indicators, please see the *Survey Responses by Principals* and *Survey Responses by First-Year Teachers*.

### Results

The results of the questions concerning the impact on student learning (by principals and teachers), continued employment (by principals), and preparedness (by teachers) are displayed below. Also displayed below are the survey indicators and the frequency of responses per indicator for both principals and teachers.

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Impact on Student Learning Reported by Principals of 2016 Program Completers



	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective	Total Responses
Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?	16 61.54%	7 26.92%	3 11.54%	0 0%	26

88.46% of principals report that first year teachers have a highly effective or moderately effective impact on student learning.

# 2017 Nebraska First Year Teacher Survey (CAEP)

Impact on Student Learning Reported by First Year Teachers/2016 Program Completers



	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective	Total Responses
Based upon your performance as a first year teacher, how would you rate your impact on student learning?	1 6.25%	14 87.50%	1 6.25%	0 0%	16

93.75% of first year teachers report that they have a highly effective or moderately effective impact on student learning.

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Continuing Employment Responses by Principals of 2016 Program Completers



	Yes	No	Total Responses
Would you consider this teacher effectively prepared for continuing employment in your district?	25 96.15%	1 4.85%	26

96.15% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Preparedness Responses by First Year Teachers/2016 Program Completers



	Yes	No	Total Responses
Do you believe you were prepared to be an effective first year teacher?	16 100%	0 0%	16

100% of first year teachers report that they believe they were prepared to be an effective first year teacher.

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by Principals of 2016 Program Completers



	Consistent		Frequent		Occasional		Rare		Grand Total
	N	%	N	%	N	%	N	%	N
Indicator 1.1 The teacher understands how students grow and develop.	15	57.69%	8	30.77%	3	11.54%			26
Indicator 1.2 The teacher recognizes that patterns of learning and development vary.	9	34.62%	14	53.85%	3	11.54%			26
Indicator 1.3 The teacher implements developmentally appropriate and challenging learning experiences.	11	42.31%	13	50.00%	2	7.69%			26
Indicator 2.1 The teacher understands individual differences and diverse cultures and communities.	13	50.00%	10	38.46%	3	11.54%			26
Indicator 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.	12	46.15%	11	42.31%	3	11.54%			26
Indicator 3.1 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	12	46.15%	11	42.31%	3	11.54%			26



# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by Principals of 2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	14	53.85%	11	42.31%	1	3.85%			26
Indicator 3.3 The teacher manages student behavior to promote a positive learning environment.	15	57.69%	9	34.62%	2	7.69%			26
Indicator 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	14	53.85%	11	42.31%	1	3.85%			26
Indicator 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content.	9	34.62%	16	61.54%	1	3.85%			26
Indicator 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.	12	46.15%	12	46.15%	2	7.69%			26
Indicator 5.1 The teacher understands how to connect concepts across disciplines.	6	23.08%	15	57.69%	5	19.23%			26

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by Principals of 2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	8	30.77%	14	53.85%	4	15.38%			26
Indicator 6.1 The teacher understands multiple methods of assessment.	11	42.31%	13	50.00%	2	7.69%			26
Indicator 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.	10	38.46%	13	50.00%	3	11.54%			26
Indicator 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.	9	34.62%	14	53.85%	2	7.69%	1	3.85%	26
Indicator 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.	11	42.31%	11	42.31%	4	15.38%			26

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by Principals of 2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 7.3 The teacher draws upon knowledge of students and the community context.	10	38.46%	11	42.31%	5	19.23%			26
Indicator 8.1 The teacher understands a variety of instructional strategies.	15	57.69%	10	38.46%	1	3.85%			26
Indicator 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.	16	61.54%	8	30.77%	1	3.85%	1	3.85%	26
Indicator 8.3 The teacher utilizes available technology for instruction and assessment.	10	38.46%	12	46.15%	3	11.54%	1	3.85%	26
Indicator 9.1 The teacher engages in ongoing professional learning.	11	42.31%	11	42.31%	4	15.38%			26
Indicator 9.2 The teacher models ethical professional practice.	16	61.54%	8	30.77%	2	7.69%			26
Indicator 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each student.	9	34.62%	15	57.69%	2	7.69%			26

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by Principals of 2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
<b>Indicator 10.1</b> The teacher seeks opportunities to take responsibility for student learning.	12	46.15%	11	42.31%	3	11.54%			26
<b>Indicator 10.2</b> The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.	9	34.62%	14	53.85%	3	11.54%			26
<b>Indicator 11.1</b> The teacher positively impacts the learning and development for all students.	15	57.69%	10	38.46%	1	3.85%			26

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by Principals of 2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm.	18	69.23%	7	26.92%	1	3.85%			26
Indicator 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.	17	65.38%	6	23.08%	3	11.54%			26
Indicator 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization.	17	65.38%	7	26.92%	1	3.85%	1	3.85%	26
Indicator 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.	17	65.38%	6	23.08%	3	11.54%			26

# 2017 Nebraska First Year Teacher Survey (CAEP)

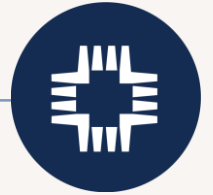
## Survey Responses by First-Year Teachers/2016 Program Completers



	Consistent		Frequent		Occasional		Rare		Grand Total
	N	%	N	%	N	%	N	%	N
Indicator 1.1 The teacher understands how students grow and develop.	7	43.75%	9	56.25%					16
Indicator 1.2 The teacher recognizes that patterns of learning and development vary.	8	50.00%	8	50.00%					16
Indicator 1.3 The teacher implements developmentally appropriate and challenging learning experiences.	6	37.50%	7	43.75%	3	18.75%			16
Indicator 2.1 The teacher understands individual differences and diverse cultures and communities.	7	43.75%	7	43.75%	2	12.50%			16
Indicator 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.	7	43.75%	8	50.00%	1	6.25%			16
Indicator 3.1 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	9	56.25%	7	43.75%					16

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by First-Year Teachers/2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	11	68.75%	4	25.00%	1	6.25%			16
Indicator 3.3 The teacher manages student behavior to promote a positive learning environment.	6	37.50%	7	43.75%	3	18.75%			16
Indicator 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	8	50.00%	8	50.00%					16
Indicator 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content.	4	25.00%	11	68.75%	1	6.25%			16
Indicator 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.	9	56.25%	7	43.75%					16
Indicator 5.1 The teacher understands how to connect concepts across disciplines.	4	25.00%	12	75.00%					16

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by First-Year Teachers/2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	4	25.00%	11	68.75%	1	6.25%			16
Indicator 6.1 The teacher understands multiple methods of assessment.	9	56.25%	7	43.75%					16
Indicator 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.	5	31.25%	11	68.75%					16
Indicator 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.	4	25.00%	10	62.50%	2	12.50%			16
Indicator 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.	7	43.75%	8	50.00%	1	6.25%			16



# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by First-Year Teachers/2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 7.3 The teacher draws upon knowledge of students and the community context.	9	56.25%	6	37.50%	1	6.25%			16
Indicator 8.1 The teacher understands a variety of instructional strategies.	6	37.50%	9	56.25%	1	6.25%			16
Indicator 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.	3	18.75%	11	68.75%	2	12.50%			16
Indicator 8.3 The teacher utilizes available technology for instruction and assessment.	5	31.25%	10	62.50%	1	6.25%			16
Indicator 9.1 The teacher engages in ongoing professional learning.	9	56.25%	6	37.50%	1	6.25%			16
Indicator 9.2 The teacher models ethical professional practice.	8	50.00%	8	50.00%					16
Indicator 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each student.	6	37.50%	10	62.50%					16

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by First-Year Teachers/2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 10.1 The teacher seeks opportunities to take responsibility for student learning.	10	62.50%	6	37.50%					16
Indicator 10.2 The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.	7	43.75%	8	50.00%	1	6.25%			16
Indicator 11.1 The teacher positively impacts the learning and development for all students.	8	50.00%	8	50.00%					16

# 2017 Nebraska First Year Teacher Survey (CAEP)

## Survey Responses by First-Year Teachers/2016 Program Completers (cont.)



	Consistent		Frequent		Occasional		Rare		Grand Total
Indicator 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm.	11	68.75%	5	31.25%					16
Indicator 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.	12	75.00%	4	25.00%					16
Indicator 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization.	13	81.25%	3	18.75%					16
Indicator 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.	13	81.25%	1	6.25%	2	12.50%			16

# **Part 6**

## **Student Loan Default Rates**

### **(CAEP)**

# Student Loan Default Rates (CAEP)

---



All programs at Concordia University, Nebraska  
Undergraduate and Graduate

2013-2014: 2.7

2012-2013: 1.6

2011-2012: 2

## **Part 7**

# **Initial Program Completer Employment Status (Title II) 2017 Graduates Hired in Education Positions Aligned with Their Preparation (CAEP)**

# Initial Program Completer Employment Status (Title II) 2017 Graduates Hired in Education Positions Aligned with Their Preparation (CAEP) (Data not available for advanced candidates)



Number of graduates:	55	
Number whose status 6 months after graduation is known:	55	
Knowledge rate:		100%
Employed full time:	52	94.5%
Employed part time:	1	1.8%
Participating in a volunteer or service program:	0	0%
Enrolled in continuing education:	1	1.8%
Seeking employment:	0	0%
Not seeking employment or continuing education at this time:	1	1.8%