AIMS report 2025 (23-24 data/completers)

CAEP Annual Reporting Measures
The Council for the Accreditation of Education Preparation (CAEP) has several annual reporting measures used to help inform the public on performance outcomes and program impact of the teacher education program.  The M.Ed. at McPherson College leads to the added endorsements of ESOL or SPED. Consequently, CAEP considers this to be part of the initial program, not an advanced program. Data related to the M.Ed. completers are included with these data.

# Measure 1
# Completer effectiveness and Impact on P-12 learning and development (R4.1)

The EPP asked six recent completers to participate in the case study. Three agreed. Two completers submitted pre-/post-test data (below).  At the time of submission of this report the third completer had not submitted data.

| Class Averages | % change in student performance from pre-test to post-test |
|---|---|
| Completer A | 5.85 |
| Completer B | 16.7 |
| Overall average | 11.275 |

Kansas is one of the states where sharing state assessment and other sorts of data is against regulation. Consequently, the type of data presented above is the primary data we are able to gather. The data above is part of the data collected in a case study.

In addition to having recent completers submit pre-/post-test scores, these same completers participated in a focus group conversation. Data from the focus group conversation suggest candidates felt prepared, and felt they had a strength in building relationships. Completer A indicated that time management and balancing the many responsibilities were areas of concern for them. Completer B indicated that classroom management and managing individual behaviors were areas of concern. They indicated they had been taught management techniques, but implementation of strategies was harder than expected. All in all, both completers said they would do it all again and find the greatest joy in building relationships with students.

# Measure 2
# Satisfaction of employers (R4.2) and stakeholder involvement (R5.3)

During the 2023-24 academic year, the Teacher Education Board convened each month to consider a variety of program related issues including but not limited to applications to the teacher education program, application to student teaching, and changes to the policy and procedures handbook.  Members of the Teacher Education Board include: the department chair, also serving as Unit Head; faculty who teach half time or more in the Department of Curriculum and Instruction undergraduate courses; one representative from each division of the college, including a representative of Social Science in addition to Department of Curriculum & Instruction faculty; two candidates representing the McPherson College student body (one seeking endorsement in elementary education and one seeking endorsement in secondary education or at the K-12 level); one representative from area public schools, representing K-12 constituents; one coach representing athletics; and the college Registrar, as the officer who finalizes graduation clearance and who serves on Educational Policies Committee.

In fall 2024, the Teacher Education Board revised the admissions policy to the Teacher Education Program to require acceptance to the program prior to enrolling in methods courses. The intent is to "force" candidates to apply earlier in their plan of study to encourage commitment to the program and avoid a "bottle neck" of applying to student teach concurrently with application to the program. The Board continues to discuss ways to improve the practicum experiences, especially the introductory practicum. Since the institutional calendar no longer includes interterm, the observations need to be included in the regular semester. We continue to seek ways to make the observation meaningful and our stakeholders are critical in these discussions. Each February, the board is provided with annual data on current candidates and program completers and discusses ways in which the program might improve recruiting efforts.

Each semester at the exit interview with student teachers and cooperating teachers the final question asked is, "what opinions do you have of the student teaching process or what recommendations would you make about the process?" All comments are compiled by the administrative assistant and reviewed by the Unit Head. Highlights and trends are brought to the department and/or Teacher Ed Board for further discussion or action. From the 23-24 data, no changes were implemented. The harshest comments were from students related to the teacher work sample, but it is a state licensure requirement. Cooperating teachers generally were understanding of the paperwork requirements and appreciated the support provided by the EPP.

The EPP has revamped the employer survey and conducted a Lawshe's test of validity on the elements. Due to low numbers of graduate, the employer and completer survey is administered every other year. It was not administered in spring 24.  It was administered in spring 2025 for employers and graduates from the past two years including data obtained for 23-24 completers and employers. Eight surveys (approximately 53% return rate) were returned from employers of the 23-24 graduates. Overall the employers rated the graduates a 6 out of 7. The areas rated the highest were content knowledge (6.25) and ethical practice (6.25). The three areas in which employers rate 23-24 graduates the lowest were working with students from trauma (5.25), Teacher use of technology (5.00) and student use of technology (4.50).

## Measure 3
## Candidate competency at program completion (R3.3)

The Kansas Teacher Work Sample (KTWS) and the Kansas Clinical Assessment Tool (KCAT) serve as the summative student teaching assessments for the EPP.  The Praxis (PLT and Content) exams are required for licensure in Kansas.

**Kansas Teacher Work Sample/KTWS**

| FA2023 | N=6 |
|---|---|
| # requiring remediation | 0 |
| Avg. Score | 52.8 |
| SP2024 | N=13 |
| # requiring remediation | 8 |
| Avg. Score | 53 |

Candidates scoring a 1 in any subtask or lower than a 2.5 average for a task must remediate those low areas until a passing score is achieved. Based on these metrics, the minimum acceptable score is a 45.

**Kansas Clinical Assessment Tool/ K-CAT**

**K-CAT Final**

| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | COOP Score | Super Score | Total Avg |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FA2020 n=5 | 3.10 | 2.90 | 3.10 | 3.05 | 2.93 | 3.16 | 3.06 | 2.93 | 3.10 | 2.96 | 3.25 | 2.80 | 3.03 |
| SP2021 n=11 | 2.99 | 2.95 | 3.04 | 2.96 | 2.90 | 2.95 | 2.98 | 2.94 | 3.05 | 2.83 | 3.14 | 2.80 | 2.92 |
| 20-21 afg | 3.05 | 2.93 | 3.07 | 3.01 | 2.91 | 3.06 | 3.02 | 2.93 | 3.07 | 2.89 | 3.20 | 2.80 | 2.97 |
| FA2021 n=6 | 2.68 | 2.65 | 2.70 | 2.63 | 2.60 | 2.64 | 2.58 | 2.56 | 2.79 | 2.62 | 2.64 | 2.65 | 2.65 |
| SP2022 n=8 | 3.00 | 2.88 | 3.14 | 2.92 | 2.88 | 2.95 | 2.98 | 2.91 | 3.00 | 2.76 | 3.17 | 2.71 | 2.94 |
| FA2022 n=1 | 3.00 | 3.31 | 2.80 | 3.00 | 2.81 | 3.00 | 2.90 | 3.13 | 3.38 | 2.70 | 3.02 | 2.99 | 3.00 |
| SP2023 n=8 | 3.20 | 3.09 | 3.21 | 3.14 | 3.03 | 3.18 | 3.11 | 3.08 | 3.16 | 2.94 | 3.29 | 2.94 | 3.11 |
| FA2023 n=6 | 3.15 | 3.10 | 3.18 | 3.15 | 3.10 | 3.08 | 3.12 | 3.15 | 3.13 | 2.92 | 3.20 | 2.99 | 3.09 |
| SP2024 n=13 | 3.04 | 2.97 | 2.95 | 2.93 | 2.9 | 2.97 | 2.92 | 3 | 3.06 | 2.79 | 2.98 | 2.92 | 2.95 |
| FA2024 n=4 | 3.15 | 2.94 | 3.13 | 3.03 | 3 | 3.28 | 3.05 | 3.13 | 3.41 | 3.28 | 3.25 | 3.03 | 3.14 |
| f23-f24 | 3.11 | 3.00 | 3.09 | 3.04 | 3.00 | 3.11 | 3.03 | 3.09 | 3.20 | 3.00 | 3.14 | 2.98 | 3.06 |
| aggregated n= 62 | 3.02 | 2.98 | 3.02 | 2.98 | 2.89 | 2.99 | 2.96 | 2.95 | 3.09 | 2.82 | 3.10 | 2.84 | 2.98 |

The K-CAT, above, is aligned to all 10 InTASC standards. The green cells represent the areas with higher ratings and the red cell are lower ratings—all relative to each other. Coops tend to rate candidates higher than faculty members. The relative strengths are in learner and learning (Standards 1 & 3) and professional development (Standard 9). Weaknesses are content knowledge (Standard 5) and leadership (Standard 10). All scores, however, fall in the acceptable range.

**Praxis-PLT Test**
The PLT exam is no longer required for licensure in Kasnas. These scores are not recoreded.

**Praxis-Content Tests**

| Content Test Scores | 2019-2020 Pass Rate | Avg Score | 2020-2021 Pass Rate | Avg Score | 2021-2022 Pass Rate | Avg Score | 2022-2023 Pass Rate | Avg Score | 2023-2024 Pass Rate | Avg Score | fall only 2024-2025 Pass Rate | Avg Score | Cut Score | Mean Score | Overall pass Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Content Area | | | | | | | | | | | | | | Content Test Scores | |
| **Elementary, K-6** | | | n=9 | | n=4 | | n=3 | | n=10 | | n=2 7001 series | | | | |
| Elementary Educ. | 7/7=100% | | 7/7=100% | | 3/3=100% | | 3/3=100% | | 5/7=66% | | 0/1=0% | | 153 | 24/28=86% | 86% |
| CKT Soc. St. | 7/7=100% | 167 | 7/7=100% | 175 | 3/3=100% | 173 | 3/3=100% | 166 | 5/7=66% | 161 | 0/1=0% | 122 | 157 | 161 | 86% |
| CKT Science | 7/7=100% | 177 | 7/7=100% | 168 | 3/3=100% | 175 | 3/3=100% | 172 | 7/7=100% | 168 | 0/1=0% | 143 | 150 | 167 | 93% |
| CKT Read/LA | 7/7=100% | 173 | 7/7=100% | 169 | 3/3=100% | 170 | 3/3=100% | 168 | 5/7=66% | 167 | 0/1=0% | 135 | 159 | 164 | 86% |
| CKT Math | 7/7=100% | 164 | 7/7=100% | 166 | 3/3=100% | 156 | 3/3=100% | 157 | 6/7=83% | 162 | % | 154 | 147 | 160 | 93% |
| **Secondary 6-12** | | | n=1 | | n=8 | | n=1 | | n=5 | | n=1 | | | | |
| Biology | | | | | 2/2=100% | 156 | | | 0/1=0% | 152 | | | 154 | 154 | 66% |
| Chemistry | | | | | | | | | | | | | 152 | | |
| English/Lang. Arts | 1/1=100% | 177 | | | 2/2=100% | 168 | | | | | | | 162 | 172.5 | 100% |
| History/Gov. | 1/1=100% | 164 | 0/1-0% | 154 | 1/2=50% | 154 | | | 1/1=100% | 158 | % | 166 | 158 | 159.2 | 67% |
| Math | | | | | | | 0/1=0% | 152 | | | | | 152 | 152 | 0% |
| Speech/Theatre | | | | | | | | | | | | | 148 | | |
| **PK-12** | | | n=5 | | n=3 | | n=4 | | n=4 | | n=1 | | | | |
| Art | | | | | | | 1/1=100% | 176 | 0/1=0% | 146 | | | 160 | 161 | 50% |
| Health | | | 1/2=50% | 155 | 1/1=100% | 175 | | | 0/1=0% | 150 | | | 153 | 160 | 50% |
| Music | | | | | | | | | | | | | 152 | | |
| Physical Education | 2/2=100% | 154 | 4/4=100% | 153 | 2/2=100% | 156 | 3/3=100% | 152 | 1/1=100% | 150 | | | 148 | 153 | 100% |
| Spanish | | | | | | | | | | | | | 165 | | |
| ESOL | | | | | 1/1=100% | 174 | | | | | | | 149 | 174 | 100% |
| | 11/11=100% | | 12/14=86% | | 12/13=92% | | 7/8=88% | | 7/12=58% | | 1/2=50% | | Overall Pass Rate 49/60=82% | | |

The exam scores for 2023-24 include candidates/completers who have not had the chance to retake the exam. We are working with these candidates to seek multiple ways to assist them in passing the exams.

Praxis-content disaggregated by demographics, not content area.

| | Praxis CONTENT Scores | | Gender | | | | Race and Ethnicity | | | | | | | | | | | | Major | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | # Taking test | # Passing | Male | | Female | | Hisp/Lat. | | White | | Afr. American | | Multi-Racial | | Asian/Pac. Islander | | Native Amer. | | Elem. Ed. | | Non ELED | |
| | | | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| 2018-2019 | 13 | 12 | 2 | 100% | 11 | 91% | 0 | | 10 | 90% | 2 | 100% | 1 | 100% | 0 | | | | 7 | 100% | 6 | 83% |
| 2019-2020 | 11 | 11 | 2 | 100% | 9 | 100% | 0 | | 10 | 100% | 0 | | 0 | | 1 | 100% | | | 7 | 100% | 4 | 100% |
| 2020-2021 | 15 | 12 | 7 | 86% | 8 | 75% | 3 | 67% | 7 | 86% | 3 | 100% | 0 | | 2 | 50% | | | 8 | 88% | 7 | 71% |
| 2021-2022 | 13 | 12 | 6 | 100% | 7 | 86% | 2 | 100% | 9 | 89% | 0 | | 1 | 100% | 0 | | 1 | 100% | 3 | 100% | 10 | 90% |
| 2022-2023 | 8 | 7 | 4 | 100% | 5 | 80% | 2 | 50% | 8 | 100% | 0 | | 0 | | 0 | | | | 3 | 100% | 6 | 83% |
| 2023-2024 | 13 | 9 | 3 | 100% | 10 | 66% | 3 | 67% | 7 | 71% | 3 | 66% | | | | | | | 7 | 86% | 6 | 50% |
| 24-25-fall | 2 | 1 | 1 | 100% | 1 | 0% | | | 2 | 50% | | | | | | | | | 1 | 0% | 1 | 100% |
| Total | 75 | 64 | 25 | 39% | 51 | | 10 | | 51 | | 8 | | 2 | | 3 | | | | 35 | | 39 | |
| Overall % Passing | | 85.33% | | 98% | | 71% | | 71% | | 84% | | 89% | | 100% | | 75% | | 100% | | 82% | | 82% |

The overall content test pass rate is 90%. Art, Health, Math and History/Government are areas without a 100% pass rate. We are hesitant to draw major conclusions on these data since the N is so slow. Is the pass rate in those areas due to systemic weaknesses in the program or differences in individual test takers?

## Measure 4
## Ability of completers to be hired in education positions for which they have been prepared.

**Employment milestones**: Data more than three years old have not been updated. Data on completers from AY2021-22 were updated in spring 2023. Data for completers AY2022-23 and AY2023-24 were updated in spring 2025.  During the past two years that have been particularly trying for teachers, the employment rate of graduates is 93%.  The overall employment rate (which can be considered retention rate for AY2020 and older) is 80%.

| Completer Date | N= completed | Employed in education | | Employed out of education | | Unknown | |
|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % |
| AY 2015-16* | 16 | 13 | 81.3% | 1 | 6.3% | 2 | 12.5% |
| AY 2016-17* | 11 | 8 | 72.7% | 1 | 9.1% | 2 | 18.2% |
| AY 2017-18* | 12 | 9 | 75.0% | | 0.0% | 3 | 25.0% |
| AY 2018-19* | 13 | 12 | 92.3% | 1 | 0.0% | 0 | 7.7% |
| AY 2019-20* | 15 | 14 | 93.3% | 1 | 6.7% | 0 | 0.0% |
| AY 2020-21* | 16 | 10 | 62.5% | 4 | 25.0% | 2 | 12.5% |
| AY2021-22[+] | 14 | 9 | 64.3% | 1 | 7.1% (grad school) | 4 | 28.6% |
| AY2022-23 | 9 | 8 | 88.8% | 0 | 0.0% | 1 | 11.1 % |
| AY2023-24 | 19 | 18 | 94.7% | 1 | 5.3% (grad school) | 0 | 0% |
| total | 125 | 101 | 80.8% | 10 | 8.0% | 14 | 11.2% |

*These data were compiled in spring 2022 and have not been updated since.
[+]These data were updated in spring 2023.

Ten of 28 completers in the past three years report receiving awards and honors. These range from teacher of the week to new teacher of the year. Some are honored by outside groups such as the radio station. Employers of completers (n=14) from AT2022-23 and AY 2023-24 identified four completers who have earned honors.