

College of Education, Humanities, and Behavioral Sciences



CAEP Annual Reporting Measures (CAEP Components 5.4/A.5.4)

IMPACT MEASURES

Measure 1: Impact on P-12 Learning and Development (4.1)

The ACT Aspire is designed to measure how students in grades 3 through 8, and 10 perform in math and reading. Students in grades 5, 7 and 10 also take a science exam. Data was collected from students of 13 graduates hired by one north Alabama school district in 2014-2015, 2015-2016, and 2016-2017. Results suggest that AAMU completers/teachers are having a positive impact on the students they teach. Students taught by AAMU completers in the areas of reading and mathematics met or exceeded school-wide or grade level benchmarks respectively. On the other hand, the EPP recognizes that areas such as secondary biology where results showed classes scoring slightly below the grade level and school-wide benchmark, need to be addressed. In the spirit of continuous improvement, the EPP collaborated with the faculty from the biology disciplines to analyze the program courses. Led by the Chairperson of the Department of Teacher Education and Leadership the secondary education faculty and the biology faculty redesigned the education concentration of the biology program to ensure that all biology content discipline areas are covered. The science education faculty also revised the methods course to embed strategies of differentiation and inquiry to allow candidates to practice teaching in diverse settings.

Measure 2: Indicators of Teaching Effectiveness (4.2)

Observing Teacher Effectiveness - Observation of Teaching Effectiveness was addressed using the Principal Walkthrough assessment and a Student Survey provided by one school district located in north Alabama. The Student Survey was designed to measure "high expectations, quality of instruction provided, and ability to foster positive relationships". AAMU graduates scored higher than their overall respective school-wide scores in all three categories across all three cycles with the highest being for the 2016-2017 graduates whose overall score 91 % compared with 84.2% when compared school-wide. The Principal Walkthrough assessment utilized by the school district also assesses teacher observed effectiveness. Data from this instrument support our conclusion that AAMU completers are effective in the performance of their teacher responsibilities. Fourteen of the twenty completers surpassed the benchmark score of 80% on this instrument. While six of our novice teachers did not meet the benchmark, it is noteworthy that this performance was comparable to other novice teachers. These survey results suggest that the district is satisfied with the effectiveness of AAMU completers. The EPP engages in frequent discussions with surrounding school districts about areas for improvement needed in the EPP and how the EPP can be of assistance in making improvements in the schools. In a recent discussion with one assistant superintendent about the student survey results we learned that the results are being used for continuous improvement for beginning teachers.

Measure 3: Satisfaction of Employers and Employment Milestones (4.3/A4.1)

Employer satisfaction and completer persistence was addressed using the EPP created Employer Surveys of first- and third-year teachers. The First-year survey is designed to collect principals' perception on how well AAMU's completers were prepared for their first year of teaching. Data was collected on six domains. The mean scores ranged from 2.93 to 3.24 with 3.0 being the benchmark score. The mean score for five of the six domains was 3.0 or above. Domain V: Using Technology with Data was slightly below the benchmark mean of 3.0 at 2.93. The 3rd Year Survey which is a second measure of employer satisfaction of completers is designed to collect principal's perception on how well AAMU's completers were prepared and performing in their 3rd year of teaching. On a 5-point scale, the mean scores ranged from 3.27 to 4.5. A mean score of 3.0 was the benchmark score. These results suggest that employers were satisfied with the preparation of teachers hired for their assigned responsibilities working with P-12 students. Retention data was also collected on 2014-2015, 2015-2016, and fall of 2016 completers and the EPP found that 76% of EPP graduates were employed in the same school for two years. The data also showed that 24% of the 2014-2015 completer cohort were teaching in a Title I school while 46% of the 2015-2016 cohort and 17% of the 2016-2017 cohort were teaching in a Title I school.

See Alabama State Department of Education – AAMU Report Card 2017-2018

Component 4.1A

A.4.1. The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

Year	Number of Completers	Description of sample Degree Program	Response Rate	Employed in High Needs School	Milestones: Promotions Employment Trajectory
Fall 2017	7	SPE-2 ECE-2 ELE-2 IL-1	100%	100%	Department Chair
Spring 2018	2	1-IL 1-ELE	50%	100%	
Summer 2018	6	4-IL 1-MUS 1-ELE	100%	100%	Assistant Principal

Measure 4: Satisfaction of Completers (4.4 & A4.2)

Completer Satisfaction was addressed by EPP created Completer Exit Survey and the First Year Teacher Survey. The completer exit survey is designed to measure program completer satisfaction with his/her overall preparation program. Satisfaction with non-instructional related services such as accessibility; advisor and faculty support; and facilities and technology were scored the lowest, 2.88, 2.9, and 2.78. Curriculum related domains had higher means of 2.9 to 3.08 with only one (technology) being slightly below the benchmark. The First Year Teacher Survey is a second survey designed to measure completer's satisfaction with his/her preparation program one year after being on the job. The mean scores for the eight domains on the First Year Teacher Survey ranged from 3.06 to 3.24 with no domains falling below the benchmark 3.0. Technology, one of the cross-cutting concepts, is often rated lower than other elements in all the measures. This is being a concern for the EPP resulting in the infusion of funds over time to enhance technology resources and use among candidates and faculty. There have been some improvements, but the EPP is continuing its efforts to ensure that this element does not continue to be assessed below the benchmark. Overall, the results suggest that AAMU's completers are satisfied with preparation and felt sufficiently prepared with their preparation in the identified standards.

Component A4.2

A. 4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

The advanced program completer satisfaction survey was developed to collect data from traditional Class A and Educational Specialist Class AA graduates of how they perceived their overall preparation.

Semester	Number of Completers	Degree Program	Response Rate	Preparation relevant to my responsibilities faced in the job	Preparation is effective for continuous employment in my specific content area	Overall Satisfaction of the Program
Fall 2017	7	SPE-2 ECE-2 ELE-2 IL-1	100%	VS:75% S: 25% D: VD: NA:	VS: 75% S: 25% D: VD: NA:	VS: 75% S: 25% D: VD: NA:
Spring 2018	2	1-IL 1-ELE	50%	VS: 100 % S: D: VD: NA:	VS: 100% S: D: VD: NA:	VS: 100% S: D: VD: NA:
Summer 2018	4	4-IL 1-MUS 1-ELE	100%	VS: 50% S: 50% - D: 0 VD: 0 NA: 0	VS: 50% S: 33.33% D: VD: NA: 16.7%	VS: 33.33% S: 50% - D: VD: NA: 16.7%

VS-Very Satisfied, S-Satisfied, D-Dissatisfied, VD-Very Dissatisfied, NA-Non-Applicable

OUTCOME MEASURES

MEASURE 5: Graduation Rates - Initial and Advanced Level

Year Admitted	N	Graduates after Six Semesters	Graduation Rate
Fall 2012	187	93	49.7%
Fall 2013	168	66	39.2%
Fall 2014	86	58	67.4%

MEASURE 6: Ability of Completers to meet Certification and Any State

Requirements: Title II

2015-2016 Title II Reports

2016-2017 Title II Reports

2017-2018 Title II Reports

Class A – Traditional Certification 2014 – 2018 (Advanced Programs)

Year	Candidates Recommended for Certification	Program Completers
2014-2015	7	7
2015-2016	26	26
2016-2017	17	17

Measure 7: Percentage of Completers Hired in Education Positions for Which they are Prepared

Percentage of Completers Employed in the State of Alabama

Academic Year	Percentage
2014 -2015	69.5%
2015 - 2016	73.5%
2016 – 2017	74.5%

Percentage of Completers Employed in the Field of their Certification

Academic Year	Percentage
2014 -2015	86%
2015 - 2016	76.5%
2016 – 2017	95.5%

Measure 8: Student Loan Default Rates and Other Consumer Levels

Federal Student Aid - U.S. Department of Education eCampus-Based Reports
 Federal Perkins Loan Program Status of Default (Current) as of June 30, 2016.
 Report Date: February 3, 2017

<u>Alabama A&M Univ.</u>	<u>(A) # of Bwrs Who Entered Repayment Status In 2014-2015</u>	<u>(B) Bwrs From COL (A) In Default on June 30, 2016</u>	<u>(C) Cohort Default Rate (B/A)</u>	<u>(D) Total Bwrs In Default 240 Days</u>	<u>(E) Total Principal Outstanding on Loans in Default 240 Days</u>
00100200	100	37	37.00%	1647	\$1,346,600.00

Retrieved from: <https://ifap.ed.gov/perkinscdrguide/attachments/1516PerkinsCDR.pdf>

- ALABAMA 00100200 Alabama Agricultural & Mechanical University 4900 Meridian Street Normal, AL, 35762-1357

Perkins Cohort Default Rates as of 6/30/2016 (Orange Book) Report Date: 02/03/2017

(A) # of Bwrs Who Entered Repayment Status In 2014-2015: **100**

(B) Bwrs From Col (A) In Default on June 30, 2016: **37**

(C) Cohort Default Rate (B/A): **37.00%**

(D) Total Bwrs In Default >= 240 Days: **1,647**

(E) Total Principal Outstanding on Loans in Default >= 240 Days: **\$1,346,609.00**

Retrieved from:

https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&opeid=001002

for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2014 CDR Year will use 2012-2013 enrollment).

Current Date : 04/22/2018

Historically Black Colleges and Universities

Fact Sheet

FY 2014 Cohort Default Rates

September 2017

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/dmd002.html>