

Alliance University School of Education

Annual Report 2022-2023

HIGHLIGHTS

Programs and Enrollment: Enrollment at formal admission to the School of Education continues to embrace historically underrepresented groups. Interests are trending higher for Initial Certification programs and for Graduate level programs and are leaning toward online delivery methods.

Pre-Service Performance Data: Candidates have been rated above the minimum point of meeting standard on the student teaching evaluation, and their performances approximate those of the State or national average for the CST and edTPA licensure exams.



Alumni Satisfaction: Data gathered in 2017-2022 from employers of recent alumni indicated a strong sense of satisfaction with program completer performance in the classroom in all categories, including impact/contribution to P-12 student learning and all four major aspects of the knowledge, skills, and dispositions required of teachers. Program alumni also indicated a sense of satisfaction with the preparation received at Alliance University--100% satisfaction per area!

Licensure and Employment Statistics: Program completers demonstrated the ability to achieve licensure in NY State when they applied for it. Completers, when employment was shared, demonstrated their commitment to teaching in a variety of school settings and types.

Alliance University is accredited by the Middle States Commission on Higher Education. The School of Education is nationally accredited by the Council for Accreditation of Educator Preparation for initial preparation programs. All School of Education programs are registered with the New York State Education Department. All School of Education B.S., Mus.B., and B.S./M.S. programs are nationally accredited by the Association of Christian Schools International as programs leading to ACSI international teaching licensure.

PROGRAMS AND NATIONAL RECOGNITIONS/ACCREDITATIONS

Gr 1-6: Childhood Education, B.S., Initial Certification; Nationally Recognized by ACEI

Gr 1-6: Childhood Education, M.S., Initial or Additional Certification; Nationally Recognized by ACEI

Gr 1-6: Childhood Special Education, B.S./M.S., Initial Certification (dual cert); Nationally Recognized by ACEI and CEC

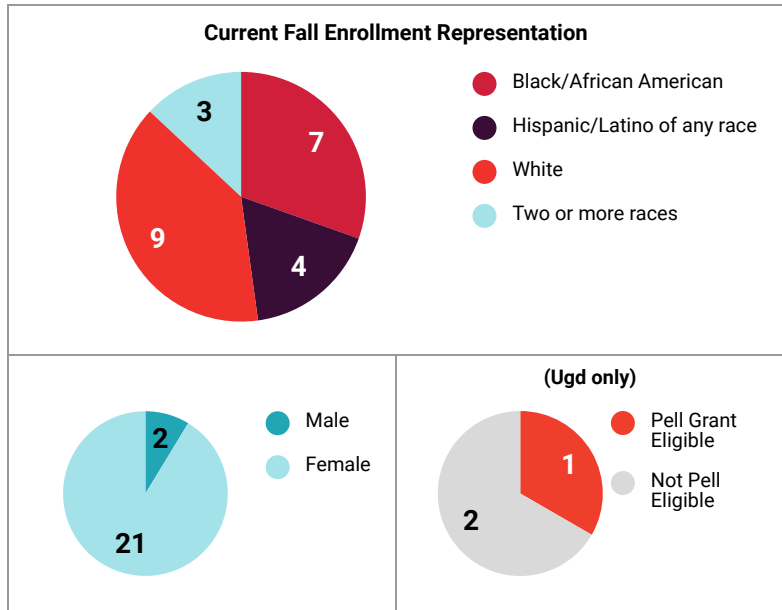
Gr 1-6: Childhood Special Education, M.S., Initial or Additional Certification; Nationally Recognized by CEC

PreK-Gr 12: Inclusive Education, M.S., Professional Certification, option for Bilingual Education Extension

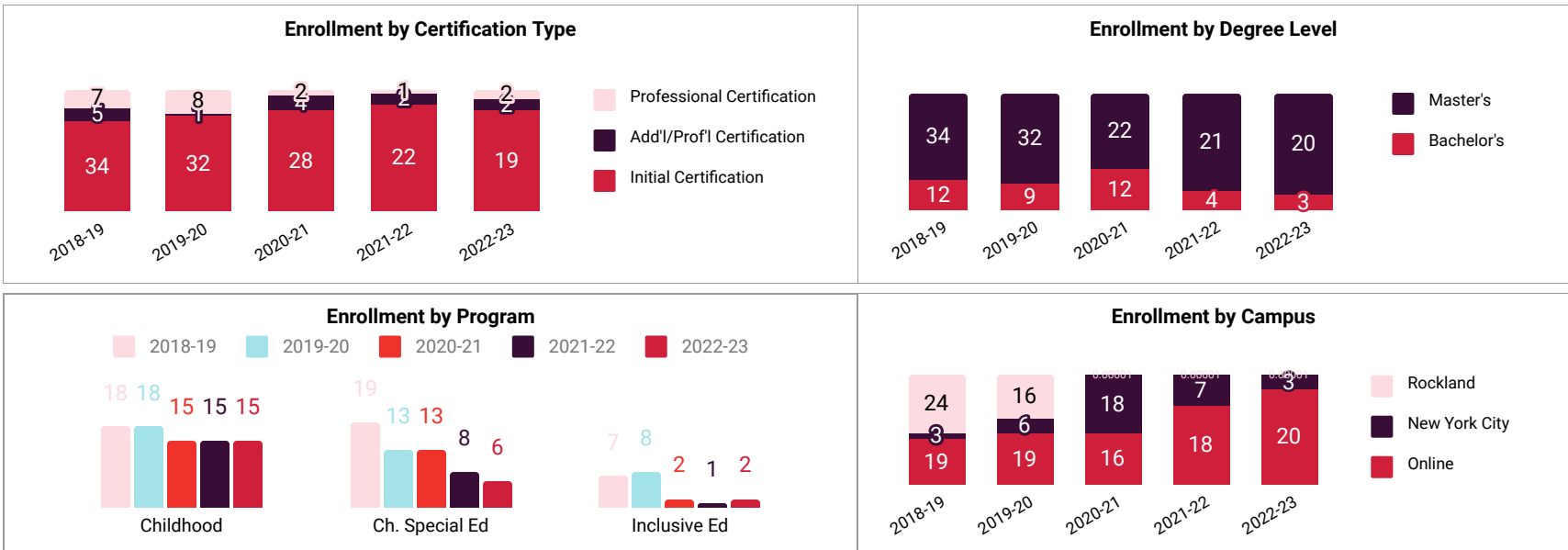
Note: This report does not include data from programs under teach-out (Adolescence Education programs, Early Childhood Education programs, and TESOL programs) with the exception that all programs are included in the Title II licensure test pass rates; other data available by request only.

ENROLLMENT STATISTICS AND TRENDS

Enrollment information is derived from the Title II data set and does not include non-certification students nor those yet to be formally admitted. Enrolled candidates are those who have been formally admitted to the School of Education (typically Juniors, Seniors, and Graduate students). Of the 2022 Fall enrollment, 61% were from historically underrepresented racial/ethnic groups, 1% were male, and 33% of undergraduates were Pell Grant eligible. The enrollment trend showed a stabilization in total numbers and a shift in on-campus to online enrollment. Initial Certification is consistently the strongest certification track regardless of program level. By program, interest continues to be highest in Childhood Education and Childhood Special Education. Enrollment patterns demonstrate a slight downward trend overall for Childhood Special Education.

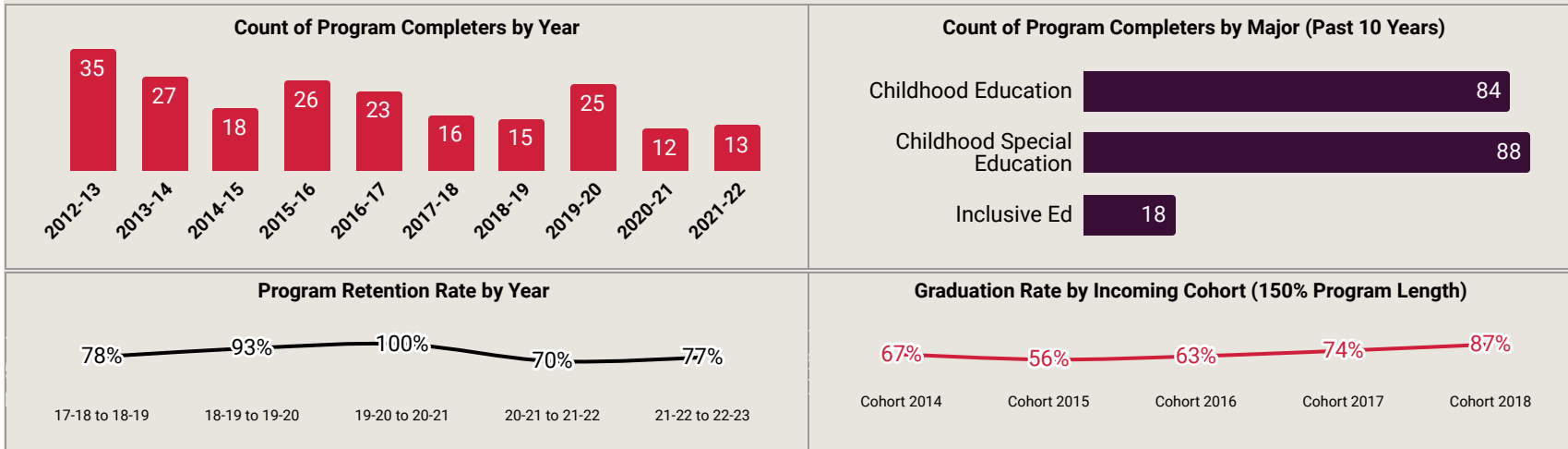


Enrollment data for formally admitted students only



PROGRAM RETENTION AND COMPLETION STATISTICS AND TRENDS

Retention and graduation information is derived from the same data set as Title II data. Over the last 10 years, the programs have graduated approximately 20 completers per year who are eligible for teacher certification--primarily in Childhood and Childhood Special Education. Graduation rates have improved to around three-quarters of students graduating within 150% expected time, whereas retention rates have fluctuated and are now also around three-quarters of students returning the following Fall.



CAEP ACCOUNTABILITY MEASURES

MEASURE 1: Completer Impact and Effectiveness (Initial Certification)

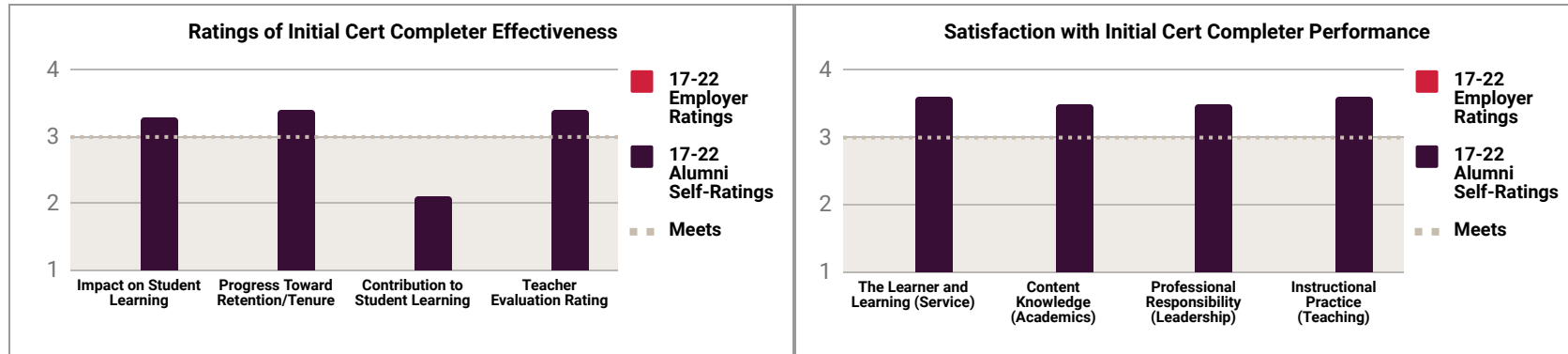
MEASURE 2: Satisfaction of Employers (Initial Certification)

New York State Education Department (NYSED) does not release measures of P-12 student learning/development to teacher preparation programs nor on indicators of teaching effectiveness. The School of Education has developed a means of tracking impact on P-12 student learning/development and on teaching effectiveness through the use of multiple correlated instruments: (1) alumni survey seeking completer reporting of teacher evaluation ratings, percentage of students achieving targets, and self-perception of application of professional knowledge, skills, and dispositions; (2) employer survey seeking reporting of alumni teacher evaluation ratings, percentage of alumni students achieving targets, and observed alumni application of professional knowledge, skills, and dispositions.

This modification replaces a previously attempted Case Study, and the surveys revised toward this effort were administered for the first time in Spring 2022. Related items that are the same from previous survey administrations are included in the data. It is anticipated that sufficient data for the remaining analysis and presentation will be available by the 2024 report.

Completer Impact on P-12 Student Learning/Development & Application of Knowledge, Skills, and Dispositions in the P-12 Classroom

The 2017-2022 ratings reported by employers of recent initial certification alumni (n=2) were too low in number to report findings regarding impact on student learning and on progress toward retention/tenure. Alumni responses (n=16) to the "Contribution to Student Learning" question provides an average response that only 25-50% of students in their classrooms met SLOs coming out of the pandemic (2.1). Alumni reporting of their latest teacher evaluation ratings was at the "Proficient/Applying or the equivalent". Application of knowledge, skills, and dispositions is also well within the "satisfied" range for each of the four INTASC/SALT categories, as indicated by alumni self-satisfaction.



Employer Satisfaction (Initial Certification)

Data for these statistics has been compiled in the Alumni Tracking Database from alumni self-reporting and from searchable info in the NY State TEACH system; reporting is in the aggregate due to low n when disaggregated. About thirty percent of the past three graduating cohorts reported their employment: 67% of initial cert graduates whose employment was known were teaching in accordance with their preparation (in field), and an additional 20% were employed in education in grade levels above or below their preparation (related field). AU's initial cert program completers demonstrated their consistent commitment to teaching students in a variety of settings, particularly in the Northeast U.S. They began teaching in public, Christian schools, and private schools.

MEASURE 2: Satisfaction of Employers (Add'l/Prof'l Cert) and Stakeholder Involvement

Data gathered in 2016-2021 from employers of recent additional/professional certification alumni has been aggregated due to small sample size. Employer responses for these years indicated a strong sense of satisfaction with program completer performance in the classroom in all categories, including impact/contribution to P-12 student learning and all four major aspects of the knowledge, skills, and dispositions required of teachers. Employers' perception of candidates' professional preparedness and licensure area were top contributors to employers' decisions to hire. Similarly, data gathered in the same period from additional/professional certification program completers also indicated a sense of satisfaction with the preparation received at Alliance University--100% satisfaction per area!

Employer Satisfaction (Additional/Professional Certification)



Stakeholder Involvement (2021-22)

- Partnering principals, cooperating teachers, alumni, and program faculty met as a focus group on March 2, 2022 to review program assessments and to request input on current pedagogical trends and/or innovations that should be integrated into our current programs (e.g., controversial issues like masking/vaccination or CRT, integration of technology for instruction / assessment / classroom management / data keeping, means for school community to address challenges from COVID like learning gaps and SEL, ways of encouraging parent and community involvement at school).

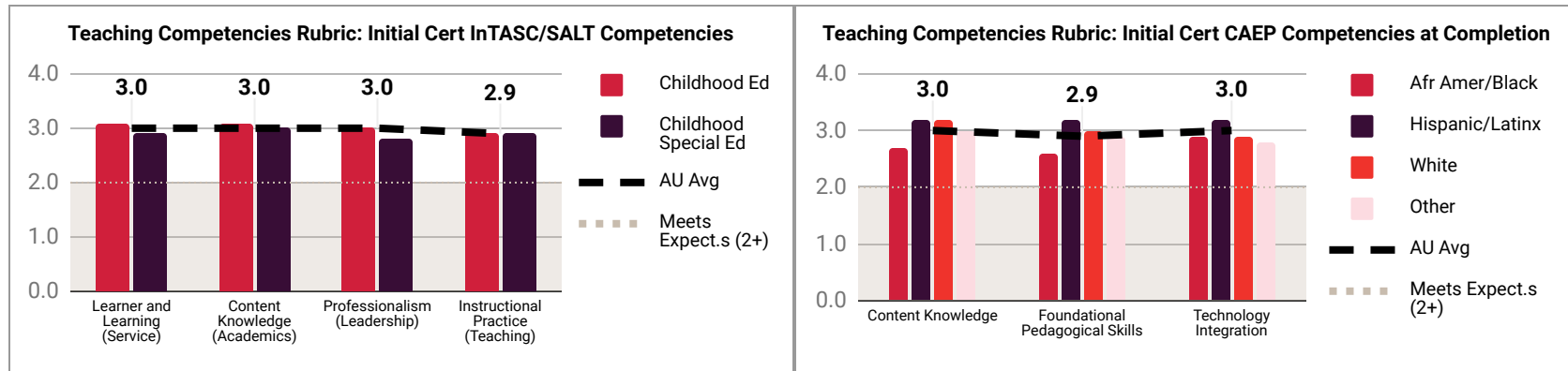
- Program faculty met on June 2, 2022 to review State-driven changes to programs and handbooks (e.g., NY MOU requirement, NY change from edTPA to program-embedded TPA, NJ/NY/NYC fingerprinting and vaccination requirements, NY privacy assurances, etc.)

- Over Summer 2022, program faculty and faculty supervisors jointly revised the Field Experience Guidebook, the Practicum Handbook, and the Internship/Student Teaching Handbook to reflect exit from COVID, personnel changes, campus move changes, institutional name/logo/branding changes, and changes made to improve efficiencies.

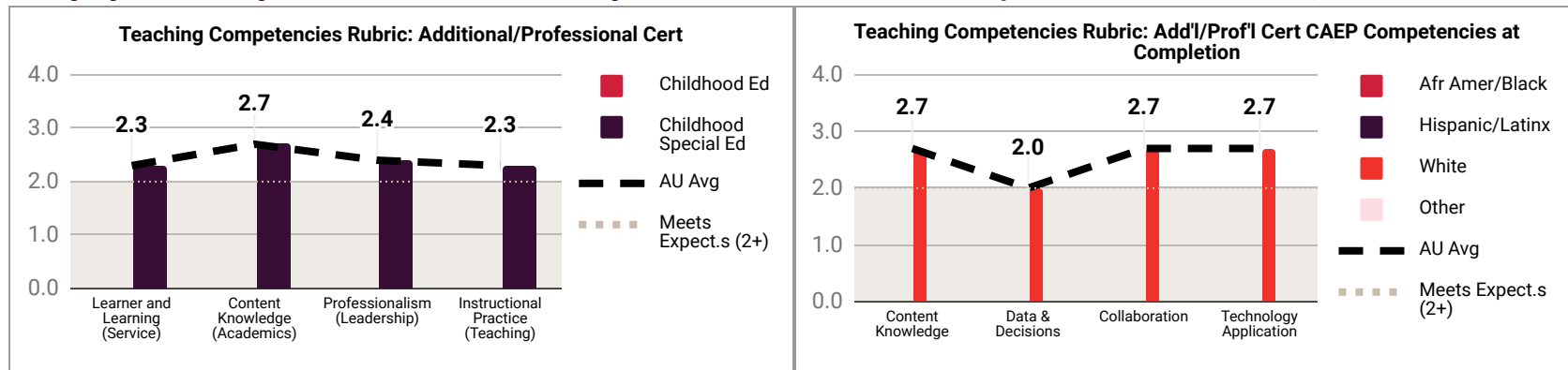
MEASURE 3: Candidate Competency at Program Completion (Initial/Add'l/Prof'l Cert)

Candidates complete a number of formative and summative assessments over the course of a preparation program. Summative assessments include program completer data from a student teaching performance assessment called the Teaching Competencies Rubric (TCR), the State licensure exam called the Content Specialty Test (CST) that varies by program, and the State's capstone clinical project for licensure called the edTPA. Results for each have been aggregated for the most recent 3 years due to low n when disaggregated. The average performance on the student teaching TCR was above meeting expectations for each InTASC/SALT category, for each of the three areas identified by CAEP as initial certification competencies at completion, and for each of the four areas identified by CAEP as additional/professional competencies at completion. New York State Education Department provided an alternative licensure test option for the edTPA during COVID and is now changing the edTPA from a required licensure exam to a program-selected and embedded teacher performance assessment.

Ability of Initial Cert Candidates to Perform in Student Teaching Past Three Cohorts (2018-19 to 2020-21)



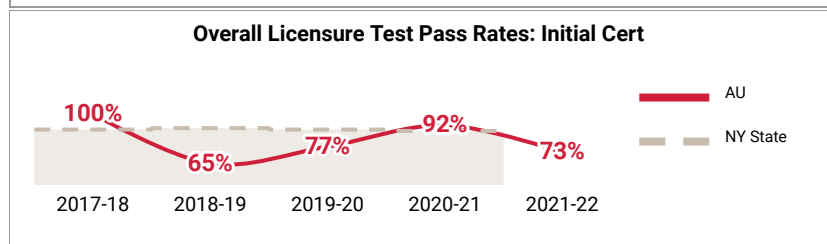
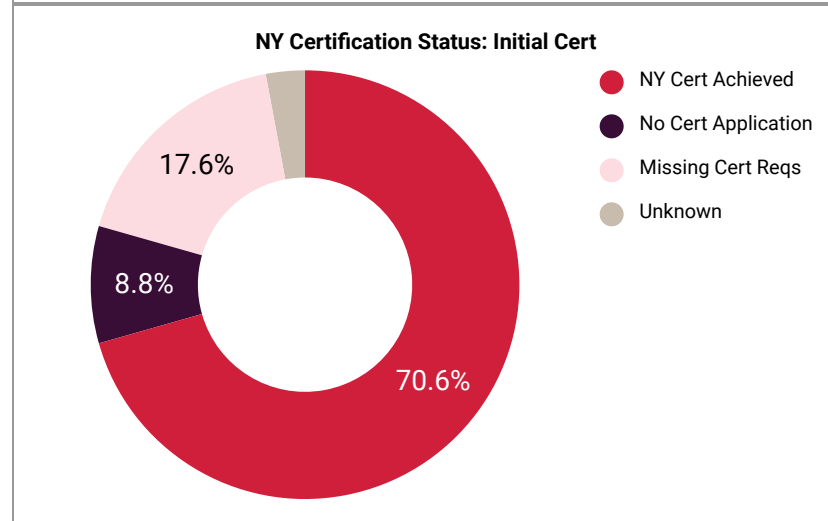
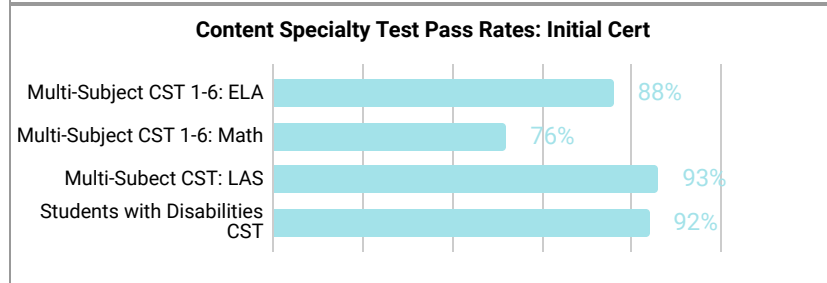
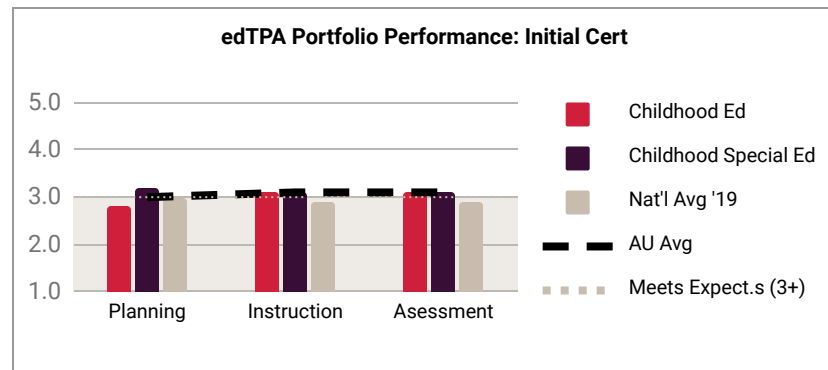
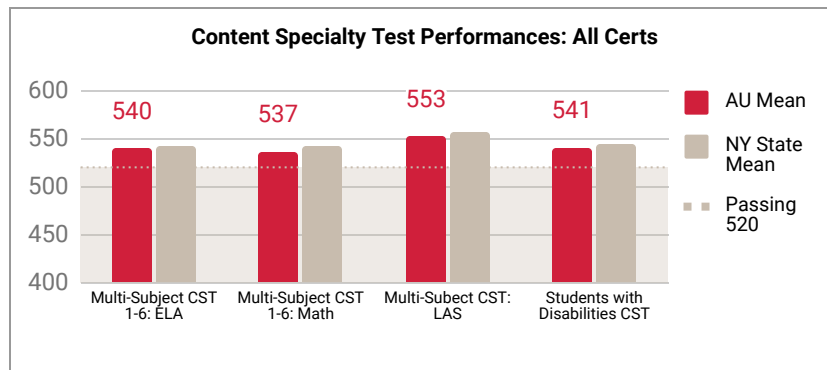
Ability of Add'l/Prof'l Cert Candidates to Perform in Practicum/Internship Past Three Cohorts (2018-19 to 2020-21)



Ability of Completers to Meet State Requirements for Certification Past Three Cohorts (2018-19 to 2020-21)

Data for initial NY certification has been gathered from the Alumni Tracking Database, which is compiled from alumni self-reporting and from information searchable in the TEACH system for New York State licensure. About 70% of program completers achieved NY certification; the rest either did not apply for certification or needed to pass one or more licensure tests to achieve eligibility.

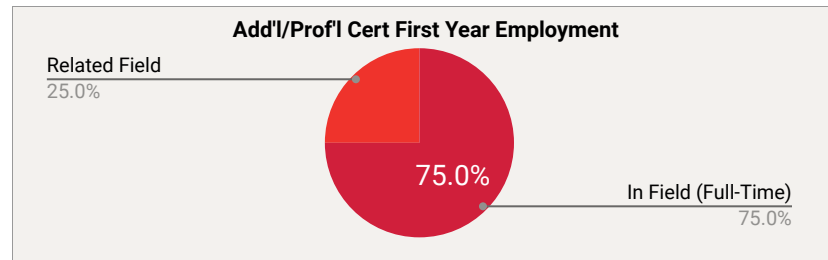
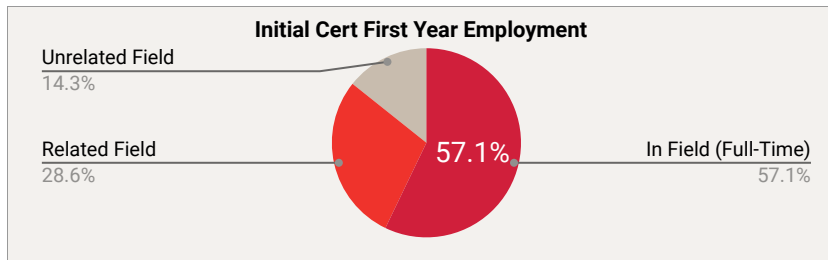
Data for licensure test pass rates has been gathered from Title II reporting and includes graduates from all initial certification programs (including those under teach-out). Results have been aggregated due to low n when disaggregated. The CST individual exam pass rates were between 76% and 93% for program completers in 2019-20 to 2021-22, and the tests' average scaled scores approximated the NY State averages for the same time period. The average performance on the student teaching edTPA approximated the national average for each Task in the portfolio. The variability in NYSTCE tests and test policies, program teach-out, campus teach-out, and during COVID are reflected in the overall licensure test pass rates.



MEASURE 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Initial/Add'l/Prof'l Cert)

Data for these statistics has been compiled in the Alumni Tracking Database from alumni self-reporting and from searchable info in the NY State TEACH system; reporting is in the aggregate due to low n when disaggregated. Thirty-five percent of the past three graduating cohorts reported their employment: 57% of initial cert graduates and 75% of additional/professional cert graduates whose employment was known were teaching in accordance with their preparation (in field), and an additional 11-29% were employed in education in grade levels above or below their preparation (related field). Alumni demonstrated the ability to be hired in a variety of urban and suburban settings, and in public, private, and Christian schools.

Employment Status First Year After Graduation for the Past Three Cohorts (2018-19 to 2020-21)



Characteristics of First Year Employer Schools and Positions: Initial Certification (In Field or Related Field)

