

CAEP Annual Measure 7: Ability of Completers to be hired in education positions for which they have prepared (Initial & Advanced Levels)

Initial Programs:

Employment Rate Definition.

We calculate Employment Rates for the Andrews University Teacher Preparation Program (TPP) based on Intake Cohorts, as we do for Graduation Rates. However, instead of calculating rates based on everyone accepted into an Intake Cohort, we calculate Employment Rates based on the total number of graduates from an Intake Cohort. We count employment as any of the following actions: (1) being hired to teach in a K12 position, (2) being hired in a related educational field, or (3) admission to a related graduate program. Because it is difficult to track graduates beyond their first year out of the program, we only report employment rates for the first year after graduation.

Initial Programs Employment Rate.

The Andrews University TPP Employment Rate for 2018-19 was 100% (see table below). The rate was based on the 10 graduates from the 2013-14 MAT and 2014-1015 BA/BS Intake Cohorts. For these Intake Cohorts, every candidate was employed within one year of graduation.

Interpretation of Initial Programs Employment Rate.

This is the second consecutive year we have reported Employment Rate by intake cohorts. Reports for both of those years had an Employment Rate of 100%. Our high employment rates (100%) suggest we are preparing candidates to transition well from the university to the workplace. We believe this is connected to the fact candidates have strong clinical experiences in terms of both time in classrooms and quality of placements. Candidates are consistently prepared to transfer course learning to teaching practices. Candidates experience effective student teaching placement and receive individualized mentoring from university and field instructors. Multiple data sources, in addition to Employment Rates, indicate we should continue these strong practices. Part of the candidate employment success is likely due to the fact that many of our graduates are qualified to fill high need teaching areas, such as STEM, special education, ESL (Data reported below).

Our close partnership with public and Adventist employers, and our reputation as an excellent teacher education program, helps our candidates get multiple job interviews and offers. Completers' employment success motivates us to continue being intentional in advising, maintaining/improving program quality, strengthening partnerships with our stakeholders, and developing/enhancing employability skills. Furthermore, our various academic partners in the College of Arts and Sciences (music, biology, etc.) also place a high emphasis on effective teaching and learning. These trends reinforce our commitment to create a culture of high expectations for candidates' content and professional skill levels. The strong reputation of our program is due in large part to the influence and impact of our student teachers and alumni over the years. We continue to work with our partners in the K-12 field to ensure our program prepares excellent teachers and we as faculty are sensitive to the emerging needs of the field.

2018-2019 Employment Rates
Andrews University Teacher Preparation Program

	Academic Year				2018-19 (Target=80%)
	2014-15	2015-16	2016-17	2017-18	
Graduated (n)	0	4	4	2	0
Graduates Employed	NA	4	4	2	NA
Cumulative First-Year Employment Rate	0%	40%	80%	100%	100%

*Cohort Size, N=12; 2014-2015 BA/BS, n=10; 2013-2014 MAT, n=2

Initial Program Completers Employment Placements, 2015-2019.

The analysis of initial hiring placements of Andrews University Teacher Education candidates reveals several insights and areas for potential action by the teacher preparation faculty and their partners. We have analyzed the data by academic year for each of the years 2015-16, 2016-17, 2017-18, and 2018-19. We also analyzed the aggregated data across 2015-2019. We completed analyses for hiring placements by school level, school type, and by content areas.

Initial Hiring Placements, by Academic Year.

When looking at the analysis for hiring placements disaggregated by academic year and school level, between 2015 and 2018 (three academic years), an equal number of our completers were hired in elementary school positions or middle/high school positions (see Figure 1; Table 1). For the 2018-2019 academic year, 9 (60%) of our completers were hired in elementary schools while 5 (33%) were hired in middle/high schools. For three of the four years reported, 7-14% of our completers went into a related field. Two of these completers went directly to graduate school and three went abroad teach English as a Second Language.

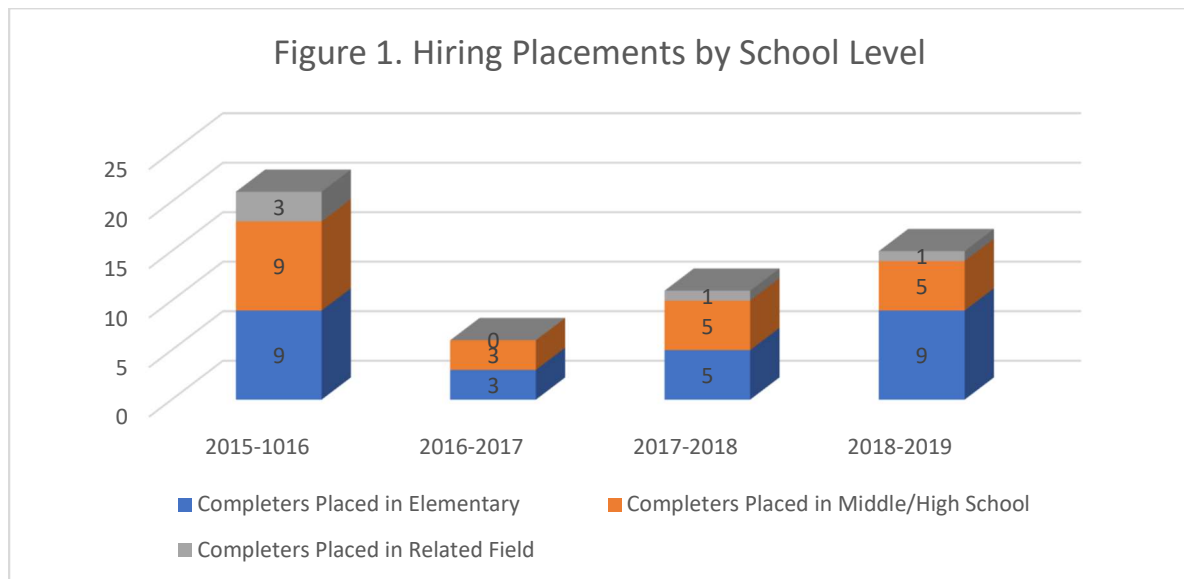


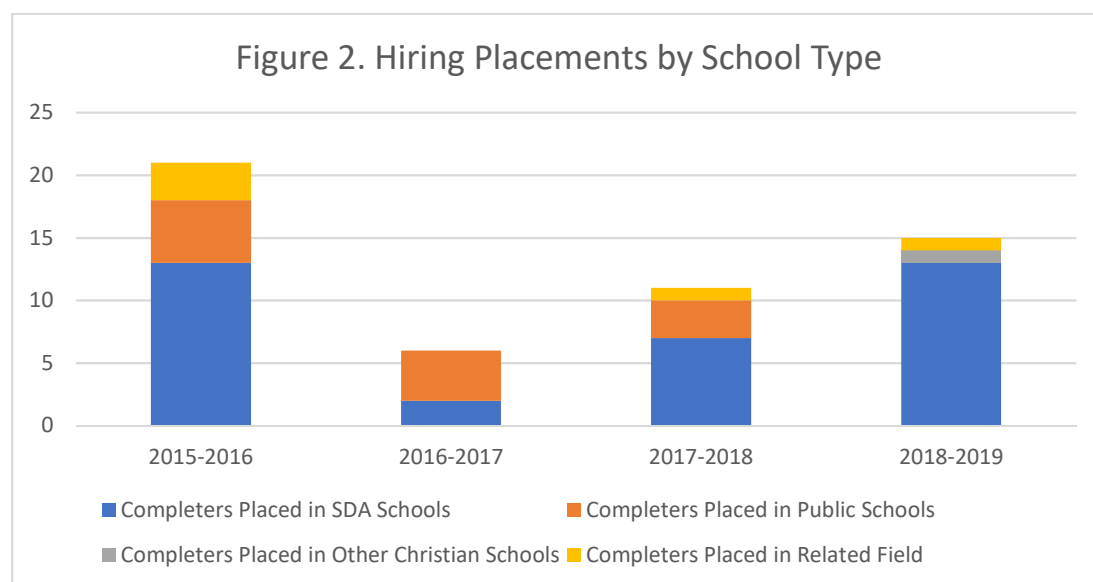
Table 1. Initial Hiring Placements by Academic Year of Completion and School Level (2015-2019)

	2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%
Completers	21		6		11		15	
School Level								
Completers Hired in Elementary	9	43%	3	50%	5	45%	9	60%
Completers Hired in Middle/High School	9	43%	3	50%	5	45%	5	33%
Completers Hired in Related Field	3	14%	0	0%	1	9%	1	7%

Table 2. Initial Hiring Placements by Academic Year of Completion and School Type (2015-2019)

	2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%
Completers	21		6		11		15	
School Type								
Completers Hired in SDA Schools	13	62%	2	33%	7	64%	13	87%
Completers Hired in Public Schools	5	24%	4	67%	3	27%	0	0%
Completers Hired in Other Christian Schools	0	0%	0	0%	0	0%	1	7%
Completers Hired in Related Field	3	14%	0	0%	1	9%	1	7%

Between two and thirteen (33-87%) of our completers each academic year were hired in Adventist schools (see Table 2). As many as five (0-67%) completers each academic year were hired in public schools. One completer from 2018-2019 (7%) was hired by a non-denominational Christian school. As many as three (14%) completers each academic year went into a related field. As a general trend, each academic year the majority of our completers were hired by Adventist schools (see Figure 2).

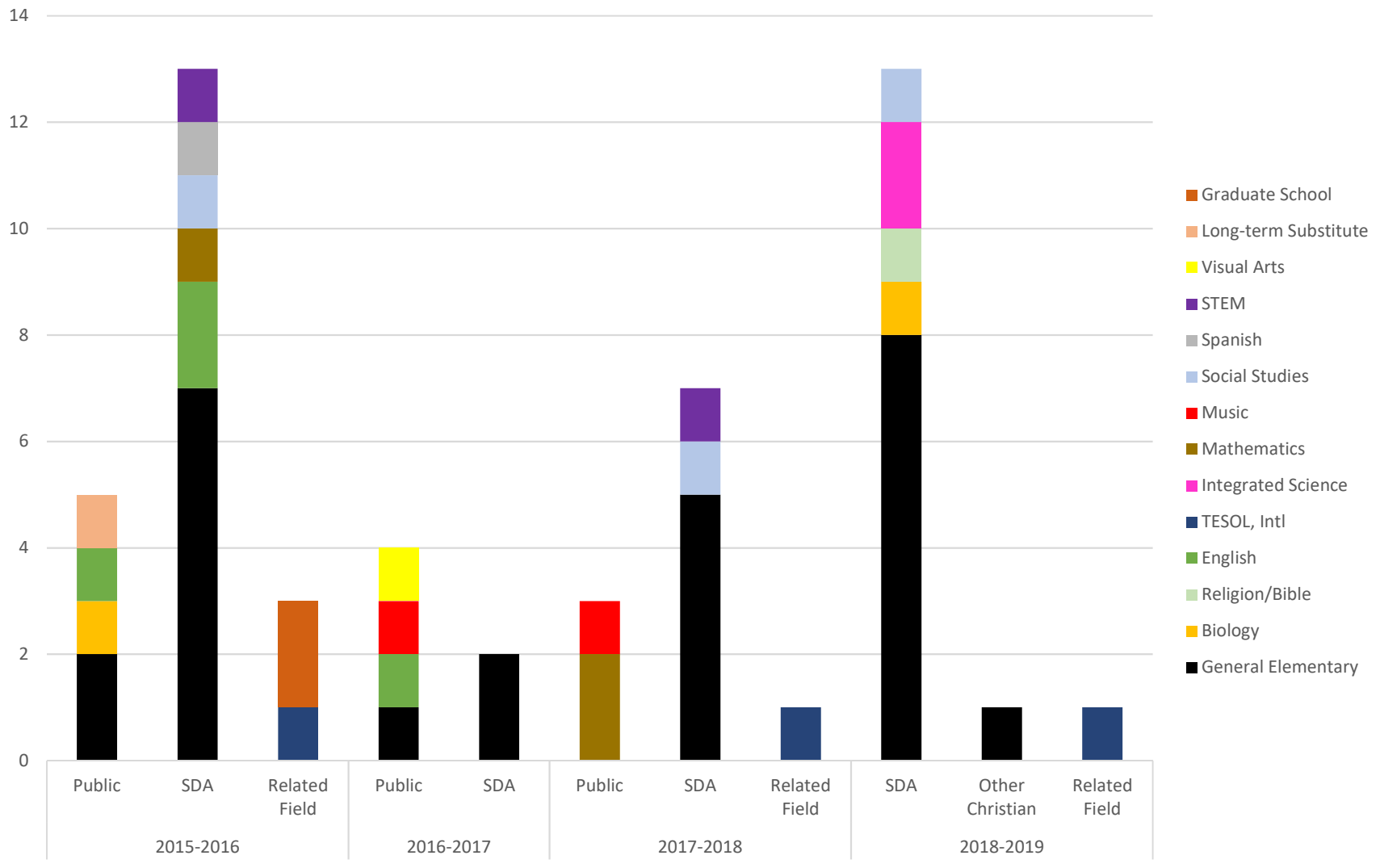


Initial Hiring Placements, Disaggregated by Academic Year and Content Area.

We also completed an analysis of our completers' hiring placements disaggregated by academic year and content area (Figure 3). The data for the four-year cycle we report reveals the culmination of a downturn in enrollment we began to experience about 2013-2014 (Figure 2). We have shown steady growth in number of completers since a low point in 2016-2017. As noted in Figure 3, with the exception of 2016-2017, the majority of our completers are hired by SDA schools the single largest group of completers accept teaching positions in general elementary classrooms (teaching all subjects in a self-contained classroom). While we generally have approximately equal numbers of completers who are hired for elementary classrooms and middle school/high school classrooms, the middle school/high school numbers appear smaller as those completers are hired to teach specific subjects.

During the four academic years reported, we generally had one or two completers in each content area as graphed for each specific academic year. The one exception to this occurred in 2015-2016, when we had three completers hired to teach English in middle/high schools. In 2017-2018, two completers were hired to teach mathematics; in 2018-2019 two completers were hired to teach integrated science. Six (11%) of our completers were employed in teaching positions overseas as their initial employment.

Figure 3. Andrews University Teacher Education Completers' First Employers Disaggregated by Year and by Content Area



Initial Hiring Placements, Across Four Academic Years.

Fifty-three (53) candidates completed our teacher education program between 2015 and 2019 analysis of this total group as a whole revealed the following. Twenty-six (49%) of our completers were hired to teach in elementary schools (Table 3). Twenty-two (42%) of our completers were hired to teach their content areas in middle or high school. Five (9%) of our completers went into a related field, such as graduate school or an international TESOL placement.

In our analysis of hiring by school type, Adventist schools hired 35 (66%) of our program completers (Table 3). Public schools hired 12 (23%) of our program completers. One (2%) completer was hired by a nondenominational Christian school, while five completers (9%) went into a related field immediately after finishing the teacher education program. If we eliminate the completers who went into a related field and analyze data based only on our completers who went directly into a teaching position after completing the teacher education program, we can get a more accurate picture of what types of schools hired our program completers immediately after they finished their programs (Table 4).

The total number of program completers in this category was 48. Twelve (25%) of those completers were hired by public school 35 (73%) were hired by Adventist schools and one (2%) was hired by a nondenominational Christian school. Thus, it is evident that our teacher education program prepares candidates to work in both public and Christian schools. However, based on our completers' initial employment records, we primarily serve the Seventh-day Adventist education system.

Table 3. Initial Hiring Placements, All Completers 2015-2019

	n	%
Total N Completers 2015-2019	53	
School Level		
Completers Placed in Elementary	26	49%
Completers Placed in Middle/High School	22	42%
Going into a Related Field	5	9%
School Type		
Public Schools, Any State	12	23%
SDA Schools, Any State	35	66%
Other Christian Schools	1	2%
Going into a Related Field	5	9%

Table 4. Initial Hiring Placements, *Completers Who Accepted Teaching Positions*

	n	%
Completers Who Accepted Teaching Positions (Total Completers less Related Field)	48	
Hiring by School Type		
Public Schools, Any State	12	25%
SDA Schools, Any State	35	73%
Other Christian Schools	1	2%

Interpretation.

Our data reveal that our completers accept a variety of teaching positions across a wide-ranging geographical distribution. Most (89%) of our program completers accept teaching positions in the United States or Canada. However, six (11%) of our completers accepted classroom teaching positions in international schools. Additionally, three (4.5%) of our completers who went into a related field accepted international positions teaching English as a second language (TESOL). Although not included in this report, we also have several candidates who take a gap year during their program to serve in the Seventh-day Adventist Student Missionary program.

Most of our candidates who serve as Student Missionaries work as classroom teachers abroad. These data document our candidates' commitment to service and their mission-mindedness. This provides evidence that our teacher education program is helping fulfill the University's mission of creating World Changers, where during their university years, students Seek Knowledge, Affirm Faith, and then after graduation, go out to Change the World.

This analysis provided us an opportunity to see the overall pattern of candidates completing majors/minors in the STEM fields. Figures 3 and 4 document our completers' abilities to secure teaching positions in the following STEM fields: Biology, Integrated Science, and Mathematics. You will also notice a category labeled STEM. This category represents completers who held teaching endorsements in more than one STEM area and were hired to teach multiple STEM areas. For example, Biology majors typically complete a Chemistry minor as part of their programs. Physics majors often complete a Mathematics minor during their programs.

In Figure 3, a column on the far-right side of the graph labeled "Total STEM" includes completers across the four years in these other categories: Biology, Integrated Science, Mathematics, STEM, and Long-term STEM Substitute. Analysis revealed that 10 of our 53 completers (19%) were hired to teach in the STEM fields. As the STEM fields are high-demand teaching areas, we want to build on this area of relative strength.

This analysis also serves to guide recruitment efforts with our partners in the College of Arts and Sciences. For example, for English we had three completers in 2015-2016, one completer in 2016-2017, but no completers in either of the next two academic years. Thus, it seems to be an opportune time to meet with our colleagues in the English Department and discuss strategy for promoting English education among their students. In closing, we should consider one note regarding interpretation of this data. For completers who were hired each in General Elementary

classrooms, we have not aggregated their subject area endorsements as they were not hired to teach in a departmentalized setting, such as a middle school.

Advanced Programs:

Educational Leadership:

100% (2 of 2) of Educational Leadership candidates who graduated in 2018-2019, were employed as administrators in Adventist schools. Reasons for high employment rates include applicant characteristics (already working as administrators, recommended by employers to be future administrators, personal choice to be in administration) and EDAL's partnerships with future employers.

School Psychology:

100% (2 of 2) of School Psychology candidates who graduated in 2018-2019, are currently employed as school psychologists. Most likely this is because many completers are retained for employment after immediately internship.