

AQ-School of Education

2023 CAEP Accountability Measures Report

Faculty and staff within the Aquinas College School of Education (AQ SOE) regularly examine and use the key measures listed below to confirm candidate readiness, to identify potential program weaknesses, and to support continuous program improvement.

Key measures are related to student learning outcomes, teacher candidate success, program completer effectiveness, and graduate and employer satisfaction. Some of these metrics come from internal, institution measures while others come from validated data supplied by the Michigan Department of Education (MDE).

- MDE Educator Effectiveness Ratings
- Assessment-Informed Instructional Design (micro-scale action research)
- MDE Year-Out Survey of Novice Teachers
- MDE Administrator Survey of Novice Teacher Employees
- Danielson Framework for Evaluation Observation Ratings
- Michigan Teacher Test for Certification (MTTC) results
- MDE Student Teaching Exit Surveys – Teacher Candidates
- MDE Student Teaching Exit Surveys – Cooperating Teachers
- MDE Student Teaching Exit Surveys – Field Supervisors
- AQ SOE “STAY” and MDE Job Placement (CEPI-REP) data

This annual Accountability Measures Summary Report is organized according to the following Impact and Outcome Measures. Supporting data with narrative explanations includes, but is not limited to, the data listed under each of the four measures in the table below.

Impact Measures	Outcome Measures
<p>1. Completer effectiveness and impact on P-12 learning and development (R4.1)</p> <p><i>a. MDE Educator Effectiveness Ratings</i></p> <p><i>b. Assessment-Informed Instructional Design</i></p> <p>2. Satisfaction of employers and stakeholder involvement (R4.2, R5.3, R4.1)</p> <p><i>c. MDE Year-Out Survey Results & MDE Exit Surveys</i></p> <p><i>d. MDE Administrator Survey Results</i></p>	<p>3. Candidate competency at program completion (R3.3, RA3.4)</p> <p><i>e. Danielson Framework for Evaluation observation ratings</i></p> <p><i>f. Michigan Teacher Test for Certification (MTTC)</i></p> <p>4. Ability of completers to be hired in education positions for which they have been prepared</p> <p><i>g. MDE Placement (CEPI/REP) Data</i></p> <p><i>h. AQ STAY Program Data</i></p>

1. Completer effectiveness and impact on P-12 learning and development (R4.1)

Since the Michigan Department of Education (MDE) does not release student growth data to EPP’s, the AQ SOE continues to seek effective measures to demonstrate our completers’ impact on student growth and learning. The data points below are currently being used to monitor and evaluate this impact component: *MDE Educator Effectiveness Ratings; and analysis of senior capstone Assessment-Informed Instructional Design projects.*

a) MDE Educator Effectiveness Ratings

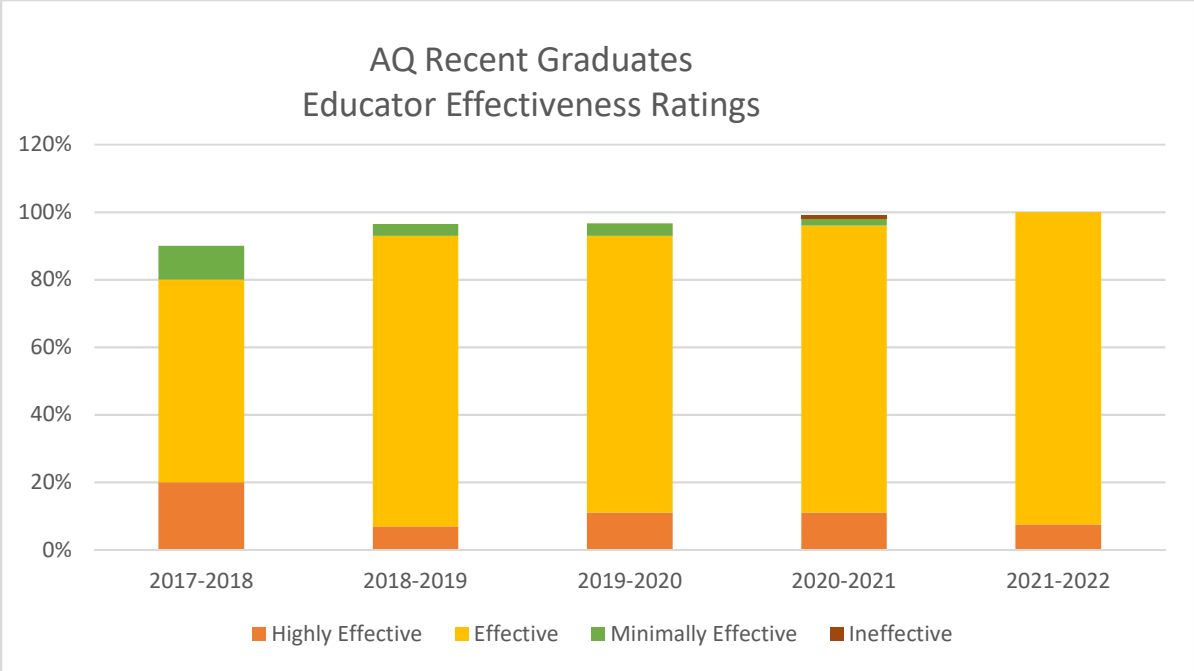
This evidence, used to support that our completers apply their knowledge, skills, and dispositions as **effective educators**, comes from the Educator Effectiveness ratings data from the Michigan Department of Education (MDE).

Educator Effectiveness ratings are collected by the Michigan Department of Education (MDE) annually and are based on year-end teacher evaluations completed by the building principal or employment supervisor. This reporting is required of all public schools and is voluntary for non-public schools. Effectiveness evaluation ratings are tracked and shared with Educator Preparation Providers on program completers over the **first three years** of employment following initial teacher certification. Teachers are given a rating of Highly Effective, Effective, Minimally Effective, or Ineffective which is based on one of five evaluation systems that are on the MDE approved list.

The most recent MDE Educator Effectiveness data, rating program completers from fall 2017 through spring 2022, indicates that the number of recent SOE graduates are rated as “Effective” or “Highly Effective” by their employers is increasing. (A significant increase in the number of ratings for 2020-21 reflects an increasingly strong response rate to this relatively new reporting system.)

Educator Effectiveness Ratings - AQ Completers

TOTAL: ELEM & SEC	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Highly Effective	0	2	2	6	11	7
Effective	8	6	24	43	75	86
Minimally Effective	2	1	1	2	2	0
Ineffective	0	0	0	0	1	0
Emergency Order Waiver	0	0	0	2	0	0
Not Applicable per MCL 380.1249	0	1	1	0	1	0
	10	10	28	53	88	93
Effective/Highly Effective	80%	80%	93%	92%	98%	100%



To better support recent graduates just entering the field, the SOE offers the “STAY program” that makes available assistance and support to novice teachers from their Field Supervisors from the graduates’ student teaching semester to provide support during their first year in the field. Results are pending but are, anecdotally, very positive. We will be eager to see if this has a positive impact on teacher retention and effectiveness.

b) Assessment-Informed Instructional Design (AQ SOE Senior Capstone Project)

Another element of evidence in support of the effectiveness of our program completers and the impact they have on P-12 learning and development comes from a senior capstone action research project conducted during candidates’ student teaching internship semester. As part of this capstone project, candidates apply an intentional, iterative approach to assessment and instruction. Final reporting summarized this micro-scale action research projects and documents the impact of instruction on student learning.

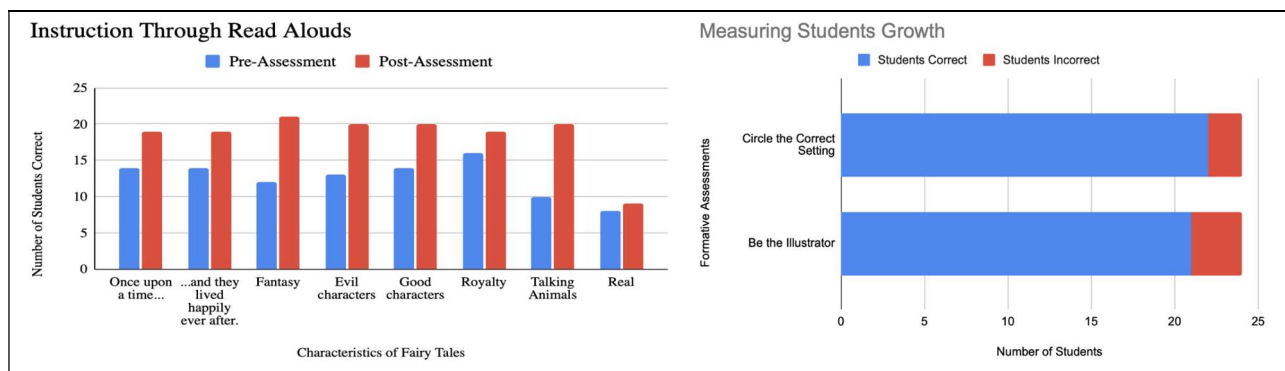
Review and analysis of these capstone projects reveals strong evidence that these final internship candidates have a positive impact on student learning.

Term	Teacher Candidate Internship Capstone Projects			ELA	Math	Content Area	Impact on Student Learning	
	ELEM	SEC	TOTAL				Clear Evidence	Unclear Evidence
19SP	7	8	15	4	6	5	13	2
19FA	9	1	10	6	4		10	
20SP	10	5	15	4	7	4	13	2*
20FA	6	5	11	2	5	4	11	
21SP	8	6	14	4	5	5	13	1
21FA	7	3	10	1	5	4	10	
22SP	9	7	14	5	5	4	12	2

* Two candidates in 20SP were unable to conduct their post-assessment due to COVID-19.

Sample of Capstone Projects

- Capstone Sample A - ELEM Science
- Capstone Sample B – ELEM Mathematics
- Capstone Sample C – ELEM English Language Arts
- Capstone Sample D – SEC Math
- Capstone Sample E – SEC English Language Arts
- Capstone Sample F – ELEM Math
- Capstone Sample G – SEC Science
- Capstone Sample H – SEC History



Sample Capstone Project Findings (FA21)

Although this review of capstone projects affirmed our candidate's impact on student learning, it also revealed a significant weakness regarding several areas for effective teaching. First, the students had strong skills related to collecting and organizing data, but lacked facility with using those data to determine instructional goals or differentiate among student learners. Second, students often did not know how to use data to create graphs and charts that accurately represent the data. Many of the graphs and charts were difficult to decipher and failed to clearly convey their post-assessment findings. In response, we will update the student learning outcomes in the EN-301 Assessment of Student Learning course, a required course of all initial certification candidates, to support these learning outcomes and consider ways that students will incorporate data-driven instruction during their methods courses and internship seminar.

2. Satisfaction of employers and stakeholder involvement (R4.2, R5.3, R4.1)

c) MDE Year-Out & Exit Survey Results

Each year in April and May, the MDE invites recent program completers to provide feedback on their professional preparation through a Year-Out Survey. Findings from the most recent MDE Year-Out Survey indicate areas of strength and key areas for program improvement as noted below.

AREAS OF STRENGTH

My college/university prepared me to... (100% **Agree or Strongly Agree**)

- Be ready for the job market by providing opportunities for resume building and interview preparation.
- Connect learning experiences to a variety of backgrounds, including high performing students, culturally diverse students, and students with special needs.
- Develop meaningful learning experiences to help students apply content knowledge to real world problems.
- Use technology tools to organize the classroom, assess student learning and her or his teaching, and communicate.
- Apply modifications and accommodations based on Individualized Education Programs (IEPs), and apply assessment tools for learning
- Create a learning environment which engages students in both collaborative and self-directed ways.
- Teach in my content area and receive support and feedback from colleagues.
- Be a reflective educator and maintain collaborative relationships with colleagues.
- "The field experiences and clinical practice I had through my preparation program" had a significant (positive) impact on their first year of teaching. (100%)

AREAS FOR IMPROVEMENT

My college/university prepared me to... (50% **Somewhat Disagree**)

- Adapt instructional strategies and resources to support **English language learners**.
- Apply modifications and accommodations based on legal requirements for supporting English language learners.
- Apply instructional strategies and resources to support students experiencing trauma.
- Make a positive contribution by participating in volunteering.

Feedback from the MDE Year-Out Survey has a strong relationship to Teacher Candidate and Cooperating Teacher MDE Exit Surveys in recent years. In response, the action steps listed below will be taken. (It will take a few years for these changes to be reflected.)

1. The first and last gatekeeper courses (EN201 Introduction to Education and EN406 Student Teaching Seminar) include guest speakers and course activities focused on meeting the needs of English Learners.
2. The faculty will engage with an expert in ESL learning and integrate strategies and resources across the curriculum so that candidates learn how to address the needs of English learners across the content area courses.
3. Similarly, strategies and resources to serve students experiencing trauma will be focused on in EN466 Classroom Management as well as EN207 Human Growth & Schooling. Faculty will collaborate so as to incorporate relevant ideas across the curriculum.
4. Our Unit and Lesson Plan templates require documentation of how diverse learner needs will be addressed.

Feedback from MDE Exit Surveys and Year-Out Surveys have led to the following curricular changes and program improvements in recent years:

- Non-certification major/minor options for Early Childhood Education (ECE) and English as a Second Language were added.
- Literacy courses and the Language Arts major/minor were updated to better align content, to scaffold clinical experiences, and to ensure that current best practices were addressed.
- The Learning Disabilities major was modified to better address MDE standards and to reduce the number of required courses with low-enrollment.
- Elementary and Secondary education professional programs were established as catalog majors to better support tracking and advising of education students.
- A new one-credit course, EN 202 UbD Lesson & Unit Plan Design, was developed to be taken concurrent with EN 201 Intro to Education to better scaffold this important skill.
- New early childhood education courses were developed to better address MDE standards and to ensure timely program completion by working adult students (e.g.; EN 327 Assessment Technology in ECE, EN 329 Work Credit in ECE, and EN 492 Senior Capstone).

As indicated in the table below, results from the MDE Year Out survey reveal low ratings by our recent graduates with regard to “professional organizations and events” and “networking with potential employers.” Since we traditionally earned positive ratings on these items, we wonder if this may be reflective of the limitations put on programming due to the COVID-19 pandemic. Having acknowledged this, however, we will utilize the Education Club as a tool to ensure that our student teaching interns are given ample opportunities to network and participate in professional development organizations and volunteer in the community.

Year Out Survey Results, 2021-2022

	State Average		Aquinas	
	(N)	Percent Efficacy	(N)	Percent Efficacy
To what extent did your preparation program . . .				
<i>prepare you well for the teaching job market?</i>	604	75.3%	4	100.0%
<i>support you in your job search?</i>	604	48.7%	4	25.0%
<i>provide opportunities for resume' building (e.g. volunteer opportunities, participation in professional organizations/conferences)?</i>	604	65.7%	4	100.0%
<i>provide opportunities for interview preparation (e.g. developing a portfolio/resume, personal website, mock interview, etc.)?</i>	604	65.1%	4	100.0%
<i>provide good advice on job placement opportunities?</i>	604	52.3%	4	50.0%
<i>promote networking with potential employers?</i>	604	52.8%	4	50.0%
<i>Overall, to what extent do you believe you were ready to enter the teaching profession when you completed your preparation program?</i>	604	84.8%	4	100.0%
As a beginning teacher, to what extent do you feel your preparation program prepared you to . . .				
<i>connect learning experiences to a variety of backgrounds (e.g., cultural, socioeconomic, and ethnic)?</i>	604	80.0%	4	100.0%
<i>support all students' socioemotional (e.g., social, emotional, psychological) development?</i>	604	74.0%	4	75.0%
<i>communicate effectively with families/caregivers to promote individual student growth?</i>	604	56.6%	4	75.0%
As a beginning teacher, to what extent can you apply instructional strategies and resources to support. . .				
<i>English learners?</i>	604	51.7%	4	75.0%
<i>high performing students?</i>	604	74.5%	4	100.0%
<i>students from culturally diverse backgrounds?</i>	604	80.8%	4	100.0%
<i>students with special needs or disabilities?</i>	604	65.7%	4	100.0%
<i>students experiencing trauma?</i>	604	52.6%	4	50.0%
<i>each individual student's learning abilities and needs?</i>	604	80.3%	4	75.0%
As a beginning teacher, to what extent do you feel your preparation program prepared you to . . .				
<i>support student use of available technology?</i>	604	83.6%	4	100.0%
<i>practice the ethical use of technology?</i>	604	80.6%	4	100.0%
<i>support all students in making connections to prior knowledge and experiences?</i>	604	88.6%	4	100.0%
<i>implement multiple strategies to present key content area(s) concepts?</i>	604	85.3%	4	100.0%
<i>adapt instruction, curriculum, and assessments according to Individualized Education Programs (IEPs) and Section 504 plans?</i>	604	58.3%	4	100.0%
<i>organize the learning environment to guide student engagement during instructional time?</i>	604	75.2%	4	100.0%
<i>design or select assessment tools to provide evidence of student learning?</i>	604	74.8%	4	100.0%
<i>analyze assessment data to identify patterns and gaps in student learning?</i>	604	64.2%	4	100.0%
<i>differentiate instruction based on student assessment data?</i>	604	71.7%	4	100.0%
<i>maximize student engagement by adapting to behavior situations that arise unexpectedly?</i>	604	58.4%	4	75.0%
As a beginning teacher entering the profession, to what extent can you. . .				
<i>implement literacy and reading strategies appropriate to your content area(s) and grade level(s)?</i>	604	77.0%	4	75.0%
<i>be a reflective educator who utilizes feedback to implement instructional improvements?</i>	604	92.1%	4	100.0%
<i>maintain positive, collaborative relationships with colleagues?</i>	604	90.1%	4	100.0%
<i>advocate for yourself as a teacher in a professional and productive manner?</i>	604	74.3%	4	75.0%
To what extent did each of the following elements of your preparation program, make a POSITIVE contribution to your readiness to begin a teaching career?				
<i>Coursework in your content area(s).</i>	598	78.6%	4	100.0%
<i>Teaching methods coursework.</i>	604	76.3%	4	100.0%
<i>Early clinical observational experiences (aka early exploratory clinical experiences).</i>	579	72.5%	3	66.7%
<i>Pre-student teaching clinical experiences involving direct student contact (aka student contact hours).</i>	584	82.0%	4	75.0%
<i>Student teaching (aka internship).</i>	599	93.2%	4	100.0%
<i>Support and feedback from the cooperating teacher(s) during student teaching.</i>	599	87.8%	4	100.0%
<i>Support and feedback from the preparation program supervisor during student teaching.</i>	600	81.8%	4	100.0%
<i>Participation in professional organizations and events.</i>	536	56.0%	4	75.0%
<i>Education focused volunteer opportunities.</i>	525	48.6%	4	50.0%
Total Possible N	2350		28	
Response Rate	25.7%		14.3%	

4/30/2023

d) MDE Administrator Survey

The Administrator Survey offers another perspective for educator preparation institutions on the perceived effectiveness of recent program completers as rated by their school building administrators. The findings below are the second year of this data collection. The results mirror those of the candidates themselves in regard to students experiencing trauma and those with an IEP or Section 504 plan. These results confirm that those are weak areas of our program that need to be addressed.

2021-2022 Administrator Survey	State Average		Aquinas College	
	Total N	%	Total N	%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...				
support all students in making connections to prior knowledge and experiences?	534	93.1%	7	100.0%
implement multiple strategies to present key content area(s) concepts?	537	90.7%	7	85.7%
utilize available technology to enhance the learning experience of students?	526	95.6%	6	100.0%
implement strategies which maximize student engagement to support positive student behavior?	539	87.0%	7	100.0%
organize the learning environment to guide student engagement during instructional time?	538	87.5%	7	100.0%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	502	88.2%	7	100.0%
differentiate instruction based on student assessment data to support each student's academic achievement?	519	82.1%	6	83.3%
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?	536	86.9%	7	100.0%
understand and make accommodations based on a student's IEP or Section 504 plan?	511	84.1%	7	85.7%
As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...				
English learners?	339	82.3%	4	100.0%
high performing students?	488	88.1%	7	100.0%
low performing students?	535	86.9%	7	100.0%
students experiencing trauma?	491	84.3%	7	85.7%
students from culturally diverse backgrounds?	476	88.0%	5	100.0%
students with special needs or disabilities?	508	88.2%	6	100.0%
each individual student's learning abilities and needs?	536	87.1%	7	100.0%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with...				
students?	538	93.9%	7	100.0%
families/caregivers?	517	89.7%	6	83.3%
colleagues?	538	92.8%	7	100.0%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...				
demonstrate responsiveness and flexibility to unexpected situations which arise?	537	88.1%	7	100.0%
act in a manner consistent with ethical and professional educator expectations?	537	94.8%	7	100.0%
utilize constructive criticism to reflect upon and improve practice?	534	93.6%	7	100.0%
	# Surveys Sent	Response Rate	# Surveys Sent	Response Rate
	1724	31.5%	25	28.0%

3. Candidate competency at program completion (R3.3, RA3.4)

e) Danielson Framework for Evaluation Observation Ratings

Danielson Evaluations of Student Teacher Interns

FA21 to SP22 (n=49)	Distinguished	Proficient	Basic	Unsatisfactory	No Opportunity
Domain 1a. Demonstrating Knowledge of Content and Pedagogy	2.0%	53.1%	44.9%	0.0%	0.0%
Domain 1b. Demonstrating Knowledge of Students	12.2 %	51.0%	36.7%	0.0%	0.0%
Domain 1c. Setting Instructional Outcomes	2.0%	44.9%	53.1%	0.0%	0.0%
Domain 1d. Demonstrating Knowledge of Resources	2.0%	40.8%	57.1%	0.0%	0.0%
Domain 1e. Designing Coherent Instruction	6.1%	51.1%	49.2%	0.0%	0.0%
Domain 1f. Designing Student Assessments	6.1%	22.4%	53.1%	0.0%	18.4%
Domain 2a. Environment of Respect and Rapport	16.3%	77.6 %	59.2%	0.0%	0.0%
Domain 2b. Establishing a Culture for Learning	10.2%	61.2%	42.9%	0.0%	0.0%
Domain 2c. Managing Classroom Procedures	4.1%	55.1%	40.8%	0.0 %	0.0%
Domain 2d. Managing Student Behavior	2.0%	46.9%	51.0%	0.0%	0.0%
Domain 2e. Organizing Physical Space	10.2%	34.7%	36.7%	0.0%	18.4%
Domain: 3a. Communicating with Students	12.2%	51.0%	36.7%	0.0%	0.0%
Domain: 3b Using Questioning and Discussion Techniques	4.1%	50.0%	44.9%	0.0%	0.0%
Domain: 3c. Engaging Students in Learning	4.1%	55.1%	40.8%	0.0%	0.0%
Domain: 3d. Using Assessment in Instruction	4.1%	30.6%	55.1%	0.0%	10.2%
Domain: 3e. Demonstrating Flexibility and Responsiveness	6.1%	51.0%	38.8%	0.0%	4.1%
Domain: 4a. Reflection on Teaching	10.2%	51.0%	38.8%	0.0%	0.8%
Domain: 4b. Maintaining Accurate Records	8.2%	30.6%	36.7%	2.0%	22.4%
Domain: 4c. Communicating with Families	2.0%	14.3%	36.7%	2.0%	44.9%
Domain: 4d. Participating in a Professional Community	4.1%	26.5%	38.8%	0.0%	30.6%
Domain: 4e. Growing and Developing Professionally	4.1%	42.9%	49.0%	0.0%	4.1%
Domain: 4f. Showing Professionalism	12.2%	53.1%	34.7%	0.0%	0.0%

The AQ-SOE uses the Danielson Framework for Evaluation to document clinical field observations of teacher candidates. The table above reports on the final ratings for fall 2021 and spring 2022 by mentor classroom teachers and clinical field supervisors. (Candidate self-evaluation ratings are not included here.) A review of semester-level data reveals a positive trajectory of ratings across all Danielson Domains. The only areas of concern in the unsatisfactory category are maintaining accurate records and communicating with families. The idea of communication with families has been seen in other data and warrants a review across the program.

f) Michigan Teacher Test for Certification (MTTC)

As evidenced by the most recent 3-Year Michigan Teacher Test for Certification (MTTC) results, Aquinas College program completers meet licensing requirements at a high rate. 2019-2022

Initial/Cumulative MTTC Pass Rates for 2019-2022 (unsuppressed)	AQ		STATE		AQ Initial		STATEWIDE Initial		AQ Cumulative		STATEWIDE Cumulative	
	N	N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
002 English	5	1,149	4	80.0	891	77.5	5	100.0	992	86.3		
004 Speech	3	55	2	66.7	50	90.9	2	66.7	51	92.7		
005 Reading	3	114	3	100.0	89	78.1	3	100.0	96	84.2		
008 Geography	1	5	0	0.0	--	--	0	0.0	--	--		
009 History	3	372	0	0.0	188	50.5	0	0.0	252	67.7		
017 Biology	4	251	3	75.0	176	70.1	4	100.0	205	81.7		
022 Mathematics (Sec)	13	624	11	84.6	488	78.2	12	92.3	534	85.6		
028 Spanish	6	248	5	83.3	213	85.9	6	100.0	223	89.9		
043 Health	2	162	2	100.0	150	92.6	2	100.0	157	96.9		
044 Physical Education	2	290	2	100.0	200	69.0	2	100.0	232	80.0		
058 Phys/Other Impairmt	1	8	1	100.0	--	--	1	100.0	--	--		
075 Bilingual Education	1	16	1	100.0	16	100.0	1	100.0	16	100.0		
084 Social Studies (Sec)	12	868	10	83.3	588	67.7	11	91.7	723	83.3		
086 ESL	70	850	68	97.1	766	90.1	69	98.6	786	92.5		
089 Mathematics (Elem)	10	489	9	90.0	402	82.2	10	100.0	421	86.1		
090 Language Arts (Elem)	6	800	6	100.0	607	75.9	6	100.0	651	81.4		
093 Integrated Sci (Elem)	3	341	2	66.7	266	78.0	3	100.0	284	83.3		
094 Integrated Sci (Sec)	9	436	6	66.7	258	59.2	9	100.0	327	75.0		
099 Music Education	3	496	3	100.0	450	90.7	3	100.0	483	97.4		
103 Elementary Education	76	5,420	65	85.5	3,799	70.1	72	94.7	4,520	83.4		
105 Social Studies (Elem)	4	204	1	25.0	134	65.7	2	50.0	149	73.0		
106 Early Child Ed (Gen & SPED)	11	741	8	72.7	495	66.8	8	72.7	559	75.4		
112 Health Ed	2	168	2	100.0	163	97.0	2	100.0	166	98.8		
113 Phys Ed	2	165	2	100.0	159	96.4	2	100.0	161	97.6		
114 Learning Disabilities	15	450	15	100.0	407	90.4	15	100.0	430	95.6		
All Tests (excluding PRE)	267	17,302	231	86.5	13,131	75.9	250	93.6	14,744	85.2		

Although test results for programs with fewer than 10 completers are suppressed in the above for data privacy protection, the AQ SOE has included the full MTTC test results above. Individual student test and sub-score results are reviewed with department and content area faculty annually. A review of unsuppressed test showed that Aquinas candidates match or exceed the statewide pass rate in most areas. As we review these data with content area departments, such as Speech and Social Studies, we will work toward understanding the shortfalls.

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

g) MDE Placement (CEPI/REP) Data

The Center for Educational Performance and Information (CEPI) coordinates statewide collection and reporting of education data in Michigan. One of those annual reports is the Registry of Educational Personnel (REP). Data submitted by school districts via CEPI-REP are used to produce school personnel reports for the U.S. Department of Education and the state of Michigan. Recently the MDE has started releasing CEPI-REP data on novice teachers to educator preparation institutions.

Although, since non-public schools are not required to submit CEPI-REP data to the state this employment data remains incomplete, we are extremely appreciative of finally getting access to this valuable data set. (See below for compiled data findings.)

h) AQ STAY Program Data

	Candidates (n)	Certified	% Certified	Employed (Teaching)	% Employed (Teaching)	% Employed as Teachers by Academic Year
18FA	12	12	100.00%	9	75.00%	2018-19:
19SP	17	15	88.20%	10	66.70%	70.37%
19FA	17	15	88.20%	14	93.30%	
20SP	17	14	82.40%	13	92.90%	2019-20:
20SU	9	8	88.90%	9	112.50%	97.30%
20FA	11	9	81.80%	7	77.80%	
21SP	15	13	86.70%	9	69.20%	2020-21:
21SU	14	12	85.70%	13	108.30%	85.29%
21FA	14	10	71.40%	11		

Data reflect the percentage of all candidate completers who are currently employed in teaching positions. Individuals who have elected to step away from the profession for personal or professional reasons have not been removed from this count.

The AQ SOE encourages program completers to submit updates using our online alumni form whenever they secure or change teaching positions. Additionally, the AQ SOE actively searches for current information on graduates by reaching out through Facebook, LinkedIn, and communications with AQ faculty. However, we need to increase our outreach and contact with completers to help us understand our own programmatic shortfalls and strengths.

Internal Evaluation of Data Control Systems

Strengthening our data collection and reporting system and addressing deficiencies is an ongoing priority for the department.

Examples of improved data systems in recent years includes:

- Improved data tracking of candidate disposition concerns through the use of Google Forms as a data collection and reporting system.
- Creation of a shared network drive folder for each education student that stores digital copies of student records so that SOE staff and faculty can more access program-related documents.
- Internal processes for tracking potential education students, applicants to gatekeeper courses, student GPA, Virtus training (a Diocesan requirement), background checks, and CPR/first-aid training.