

AQUINAS COLLEGE

2026 CAEP Accountability Measures Report

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.

Accountability Measures (2024-2025 Academic Year)	
<p>1. Completer effectiveness and impact on P-12 learning and development (R4.1) <i>MDE Educator Effectiveness Ratings</i> <i>MDE Year-Out Survey Results</i></p> <p>2. Satisfaction of employers and stakeholder involvement (R4.2, R5.3, RA4.1) <i>MDE Year-Out Survey Results</i></p>	<p>3. Candidate competency at completion (R3.3) <i>CPAST Evaluations</i> <i>Michigan Teacher Test for Certification (MTTC)</i></p> <p>4. Ability of completers to be hired (in positions for which they have been prepared) <i>AQ Completer Employment Data</i></p>

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

Because neither individual schools nor the Michigan Department of Education (MDE) release specific student growth data to EPP's, to evaluate this impact component for teacher candidates who complete our program we utilize [MDE Educator Effectiveness Ratings](#). We also utilize results from the [Administer Survey](#) also conducted by MDE).

MDE Educator Effectiveness Ratings

Evidence to support that our completers apply their knowledge, skills, and dispositions as **effective educators**, comes from the 2024-2025 Educator Effectiveness ratings data from MDE).

[Educator Effectiveness ratings](#) are collected through a survey developed and administered through the Michigan Department of Education (MDE) annually. Results 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 and requires annual evaluations to incorporate student growth and assessment as a significant component. In 2018-19, 25% of the teacher evaluation must be based on student growth and assessment data. This was raised to 40% beginning with the 2019-20 school year. As of July 2024, [MI revised](#) the number of effectiveness rating categories from four to three:

- **Effective** (combines previous Effective and Highly Effective)
- **Developing** (Minimally Effective)
- **Needing Support** (Ineffective)

For 2024-25 data, we have provided the Educator Effectiveness ratings for Aquinas College completers employed in Michigan who were in their first, second, or third year of teaching. Some districts, but not all, are reporting both a fall and end of year evaluation. To maintain consistency, we are using only the end of year reports for all of our graduates.

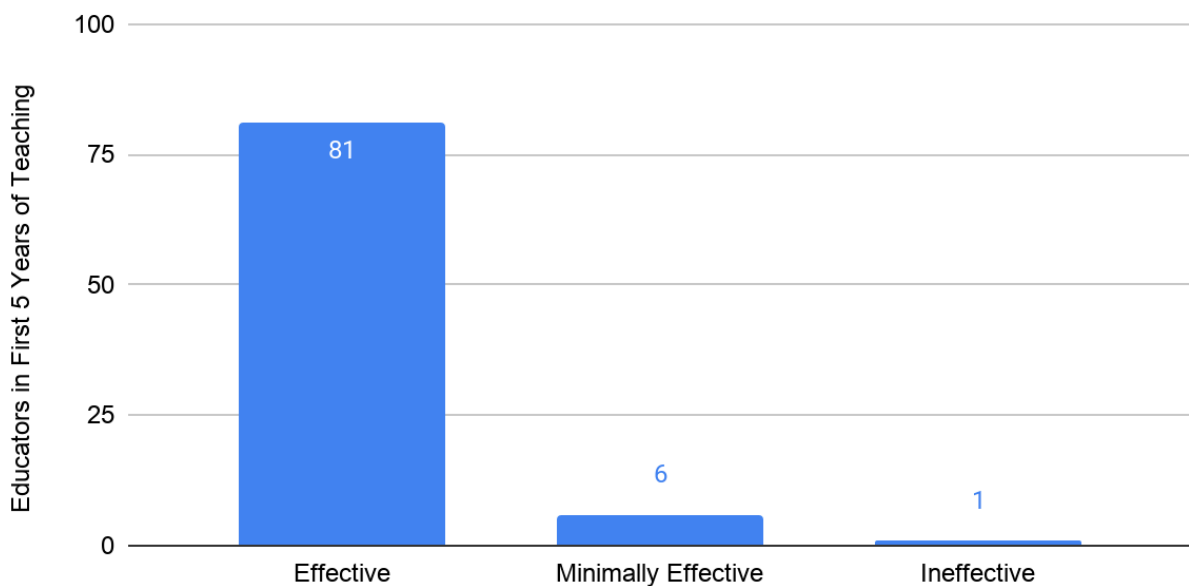
From our report for the 2024-2025 Academic Year, we received 123 ratings for 85 unique individuals who were in their first three years of teaching. Some educators have more than one evaluation submitted to the MDE for the end of the year depending on their building or teaching assignments. Out of all the ratings, 92% were Effective, 6% were Minimally Effective and 2% were Ineffective. For individuals with multiple evaluations, all ratings were consistent among the evaluations.

35 of our graduates have multiple endorsements, some of which are not the endorsement directly related to their 2024-2025 teaching assignments. To better understand the impact of individuals in relation to the areas in which they were prepared, we are using only one evaluation per individual per endorsement related to their teaching assignment(s). Three graduates had teaching assignments related to two different endorsements. Our data sets consist of 88 ratings for 85 unique individuals.

Overall Effectiveness of Aquinas Graduates

2024-2025 AQ SOE Educator Effectiveness

All Graduates



92% of Aquinas School of Education Graduates are *effective educators* in their areas of responsibility.

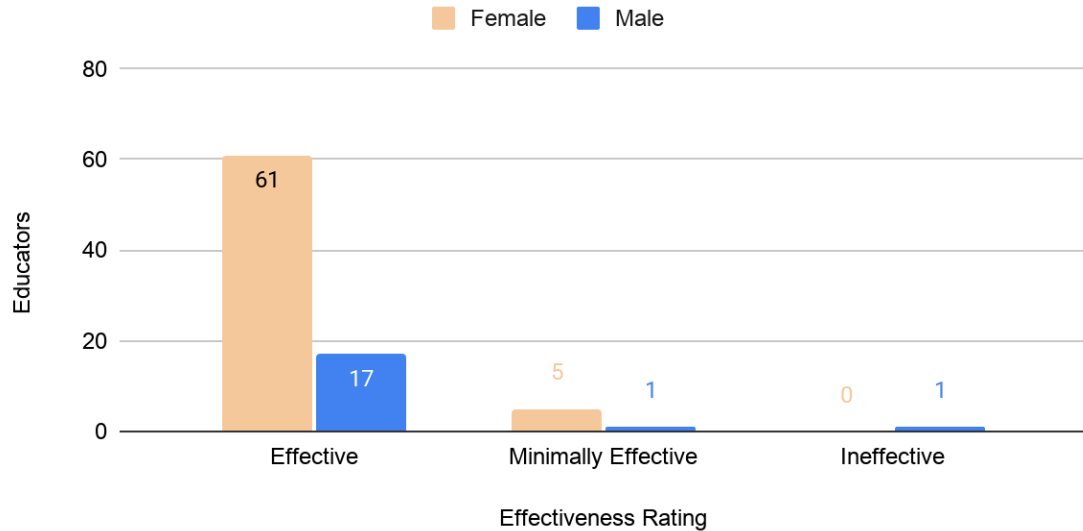
Gender

Gender breakdown of this data set is 78% Female and 22% Male. These percentages mirror the ratio of female to male teachers in the state of Michigan over the past three academic years ([MI Educator Workforce Data Report](#)).

When disaggregated by gender, the effectiveness of our educators is comparable.

AQ SOE Educator Effectiveness: by Gender

2024-2025



Ethnicity

The ethnicity breakdown of this data is 1% Asian, 1% Black or African-American, 9% Hispanic or Latino, 1% Multiracial, and 89% white. When disaggregated by ethnicity, the effectiveness of our educators is comparable. Due to the small group sizes, data is not shared publicly related to effectiveness ratings based on ethnicity breakdowns.

Endorsements

This data set included 16 endorsements related to teaching assignments and were endorsements issued in school years between 2020-2021 and 2024-2025.

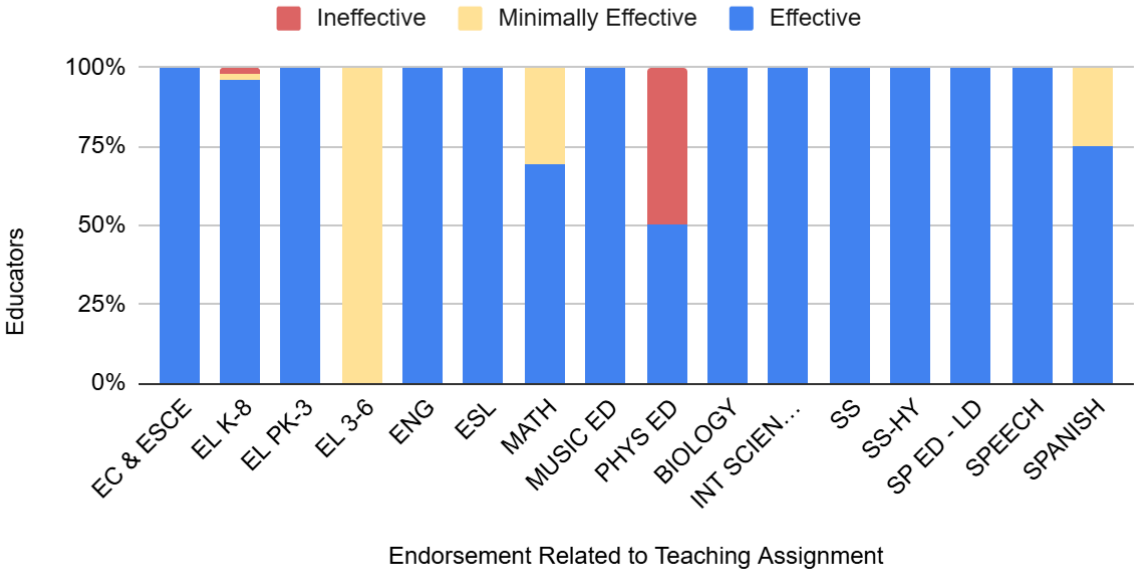
Endorsement	Abbreviation (in data charts)
*Early Childhood PK-General and Special Education	EC/ECSE
*Elementary K-8	EL K-8
Elementary Lower (PK-3)	EL PK-3
Elementary Upper (4-6)	EL 3-6
English	ENG
*English as a Second Language	ESL
Mathematics	MATH

Music Education	MUSIC ED
*Physical Education	PHYS ED
Science - Biology	BIOLOGY
Science - Integrated Science	INT SCIENCE
Social Studies	SS
Social Studies - History	SS-HY
*Special Education - Learning Disabilities	SP ED - LD
Speech	SPEECH
World Language - Spanish	SPANISH

*designates Endorsements which have been phased out of the AQ Teacher Preparation Program.

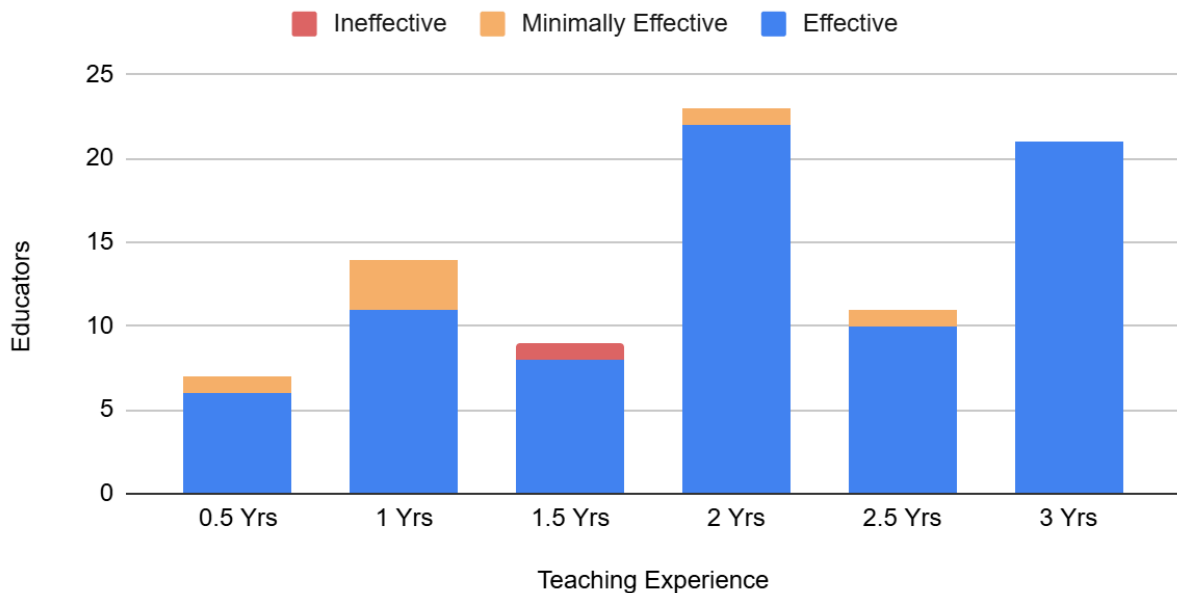
AQ SOE Educator Effectiveness: by Endorsement

2024-2025



AQ SOE Educator Effectiveness: by Teaching Experience

2024-2025



This data reflects that **over 90% of Aquinas School of Education Graduates who were new teachers received a rating of effective from principals during the 2024-2025 school year.** Educators who received ratings of Minimally Effective or Ineffective have endorsements that have been phased out of our current teacher preparation program (EL K-8 and Physical Education).

MDE Administrator Survey

Every spring, MDE identifies teachers who recently received their standard teaching certificate and are teaching at a Michigan public school for the first time during that ongoing school year. The lead administrator of the school building in which the teacher works is identified and invited to participate in the survey, which asks about how well the teacher is performing given their recent preparation.

For 2024-2025, MDE sent surveys for 13 Aquinas graduates and received responses for 7. The 54% response rate is just above the state average of 52%. Due to the small N size (7), disaggregated data is not provided in this public report.

Efficacy in these reports is defined as a response of “To a Great Extent” or “To a Moderate Extent” to survey questions. The categories below are those that relate to completor effectiveness in relation to impact on P-12 learning.

2024-2025 ADMINISTRATOR SURVEY	Efficacy	
	State Average	Aquinas College
Instructional Strategies and Assessment	89.9%	91.8%
Meeting Students Needs	88.6%	90.9%
Technology	96.1%	100.0%
Overall Effectiveness	90.7%	89.5%

Bold = at or above state average

This data, along with the Educator Effectiveness Ratings, reflects that new Aquinas graduates are effective teachers and have a positive impact on student learning.

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

To evaluate this aspect, we utilize the MDE Administrator Surveys. As our graduates are key stakeholders, we also utilize Year-Out Surveys administered by MDE.

MDE Administrator Survey

Every spring, MDE identifies teachers who recently received their standard teaching certificate and are teaching at a Michigan public school for the first time during that ongoing school year. The lead administrator of the school building in which the teacher works is identified and invited to participate in the survey, which asks about how well the teacher is performing given their recent preparation.

For 2024-2025, MDE sent surveys for 13 Aquinas graduates and received responses for 7. The 54% response rate is just above the state average of 52%. Due to the small N size (7), disaggregated data is not provided in this public report.

Efficacy in these reports is defined as a response of “To a Great Extent” or “To a Moderate Extent” to survey questions. The categories below are those that relate to employer satisfaction.

<u>2024-2025 ADMINISTRATOR SURVEY</u>	Efficacy	
	State Average	Aquinas College
Instructional Strategies and Assessment	89.9%	91.8%
Meeting Students Needs	88.6%	90.9%
Technology	96.1%	100.0%
External Relationships	93.0%	81.0%
Professionalism	93.2%	85.7%
Overall Effectiveness	90.7%	89.5%

Bold = at or above state average

MDE Year-Out Survey

Each year in April and May, the MDE invites recent program completers to provide feedback on their professional preparation through a Year-Out Survey. The 2024-2025 Survey included individuals registered with the Michigan Department of Education and issued their initial Standard Teaching Certificate between July 1, 2023 and June 30, 2024.

For 2024-2025, MDE sent surveys to 33 Aquinas graduates and received responses for 8. The 24% response rate is just above the state average of 21%. Due to the small N size (8), disaggregated data is not provided in this public report.

Efficacy in these reports is defined as a response of “To a Great Extent” or “To a Moderate Extent” to survey questions. Areas with Response Efficacy of 51-100% (Agree or Strongly Agree) are considered program strengths. Areas with Response Efficacy of 0-50% (Somewhat Disagree or Not At All) are considered to be areas for improvement.

<u>2024-2025 YEAR OUT SURVEY</u>	Efficacy	
	State Average	Aquinas College
Career Support	60.9%	60.4%
Overall Preparation	90.3%	100.0%

Meeting Student Needs	75.7%	86.3%
Technology	82.3%	100.0%
Instructional Strategies and Assessment	78.3%	93.1%
Professionalism	88.0%	100.0%
Clinical Experiences and Program Preparation	77.5%	88.7%

Bold = at or above state average

This data shows that **Aquinas graduates are satisfied with their competency in their first year of teaching** at a higher rate than their peers across the state.

Analysis

Based on the data from Administrator Surveys and Year-Out Surveys of new teachers, **Aquinas graduates and their administrators are satisfied with the preparation of new teachers from Aquinas’ teacher preparation program.**

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

To evaluate this aspect, we utilize evaluations based on the *Candidate Preservice Assessment of Student Teaching (CPAST)* and passing rates on the *Michigan Teacher Test for Certification (MTTC)*.

Candidate Preservice Assessment of Student Teaching (CPAST)

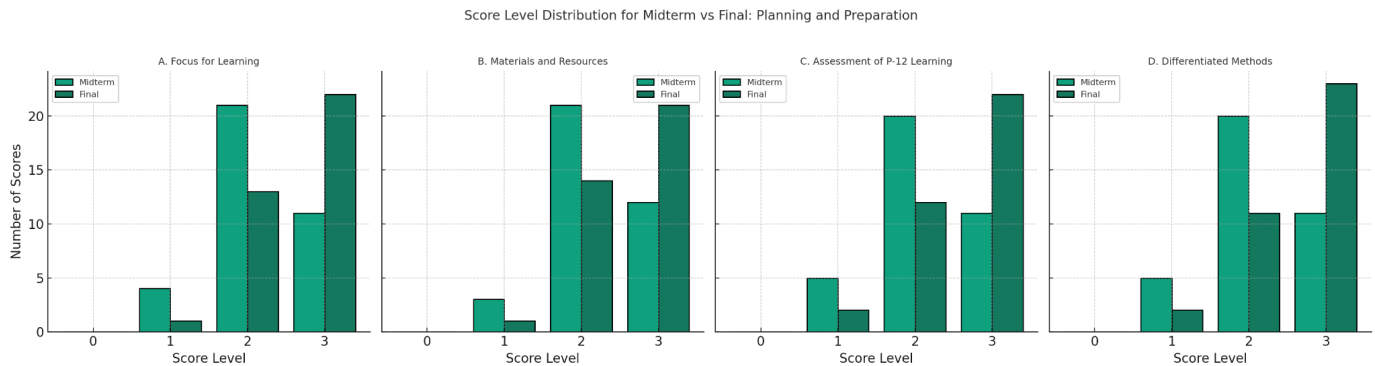
The CPAST is a formative and summative assessment during student teaching, aligned to CAEP and InTASC Standards. CPAST was developed by a consortium of 26 EPPs in the state of Ohio to address the expectations of CAEP and other accrediting bodies. The current daily administration of the CPAST instrument, including creating and maintaining supervisor trainings, onboarding of new institutions, and data collection and distribution, is provided by The Ohio State University. Aquinas entered into an agreement with The Ohio State University for use of the CPAST and began utilizing this measure in the 2024-2025 academic year.

The CPAST is divided into two sections (Pedagogy and Dispositions) and has four levels of performance (Exceeds Expectations (3), Meets Expectations (2), Emerging (1), and Does Not Meet Expectations (0)). The CPAST form includes a detailed rubric including “Look Fors” and examples of evidence for each category. Performance ratings are collected through Consensus Conferences with the teacher candidate, their mentor teacher, and their student teaching supervisor twice during the student teaching semester - at midterm and at the end.

Pedagogy

There are four sections related to Pedagogy on the CPAST: Planning for Instruction and Assessment; Instructional Delivery; Assessment; Analysis of Teaching.

Planning for Instruction and Assessment has four areas: Focus for Learning; Materials & Resources; Assessment of P-12 Learning; Differentiated Methods.

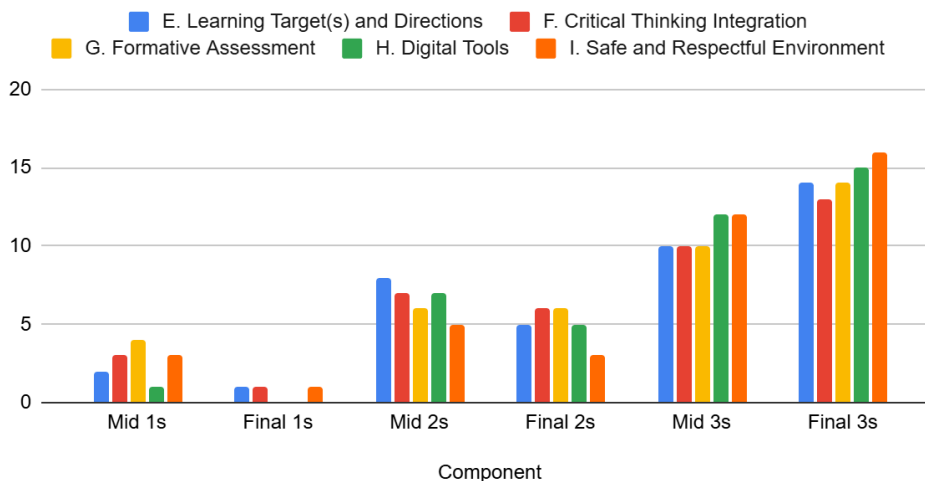


0= Does Not Meet Expectations 1= Emerging 2= Meets Expectations 3 = Exceeds Expectations

Over 95% of teacher candidates achieved Meets or Exceeds Expectations for Planning for Instruction and Assessment by the completion of student teaching.

Instructional Delivery has five areas: Learning Target and Directions; Critical Thinking; Checking for Understanding and Adjusting Instruction through Formative Assessment; Digital Tools and Resources; Safe and Respectful Learning Environment.

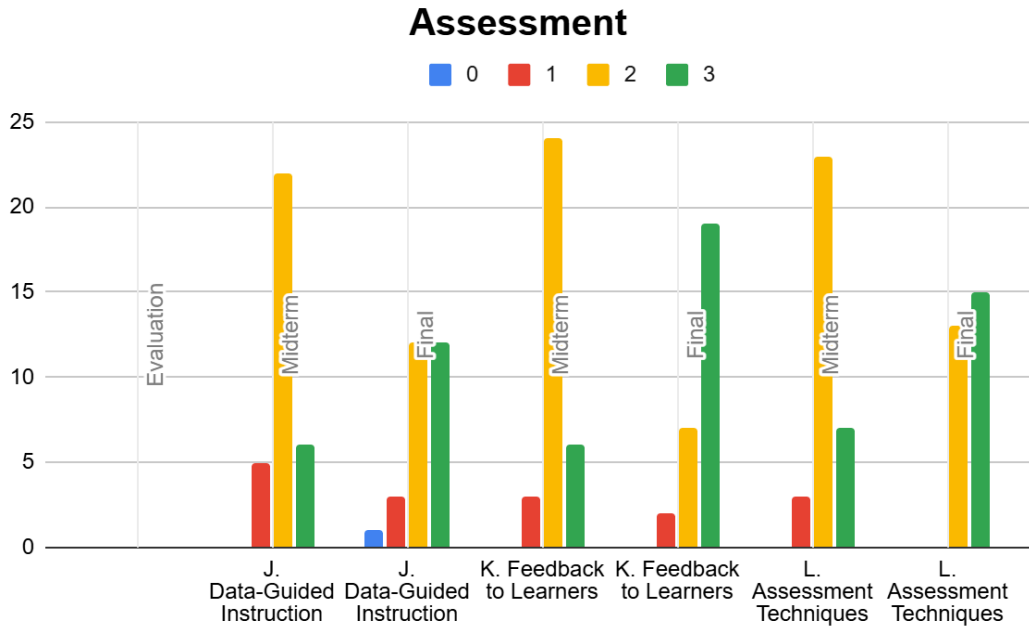
E. Learning Target(s) and Directions, F. Critical Thinking Integration, G. Formative Assessment, H. Digital Tools and I...



1= Emerging 2= Meets Expectations 3 = Exceeds Expectations

Teacher candidates achieved Meets or Exceeds Expectations for Instructional Delivery by the completion of student teaching.

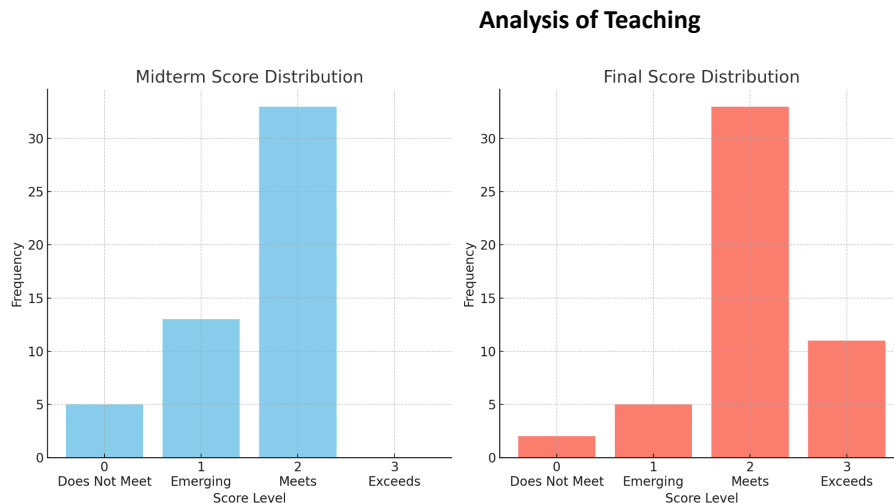
Assessment has three areas of focus: Data-Guided Instruction; Feedback to Learners; Assessment Techniques.



Most teacher candidates achieved Meets or Exceeds Expectations for Assessment by the completion of student teaching.

An area of challenge that was identified was Data-Guided Instruction. Faculty will be reviewing how this component is taught and supported in the program and determine what adjustments, if any, need to be made.

Analysis of Teaching is one component: Connections to Research and Theory.



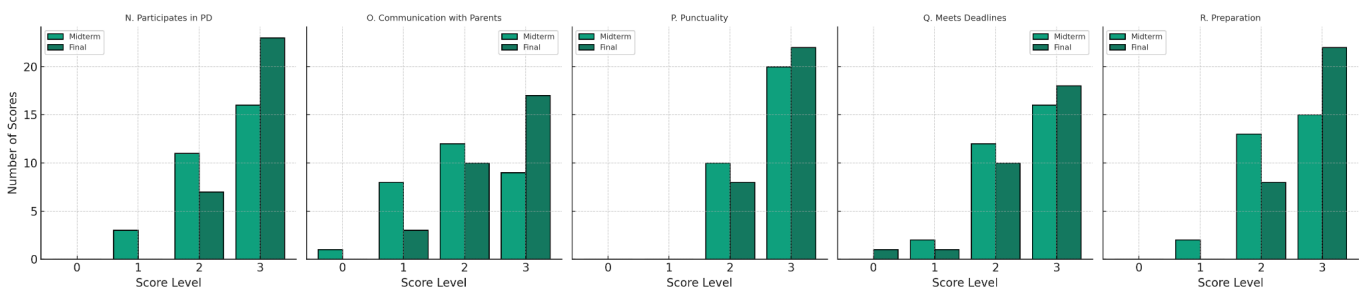
Most teacher candidates achieved Meets or Exceeds Expectations for Analysis of Teaching by the completion of student teaching.

Dispositions

There are three sections related to Dispositions on the CCAST: Professional Commitment and Behaviors; Professional Relationships; Critical Thinking and Reflective Practice.

Professional Commitment and Behaviors measures five areas: Participates in Professional Development; Demonstrates Effective Communication with Parents or Legal Guardians; Demonstrates Punctuality; Preparation.

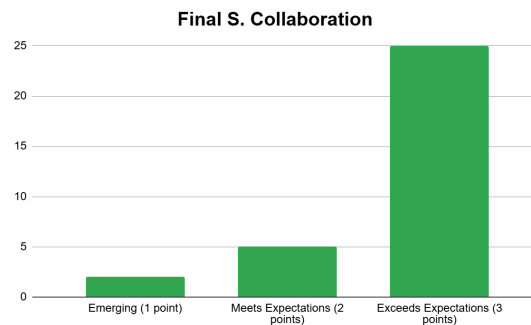
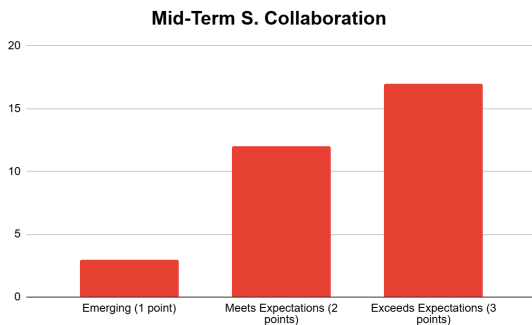
Score Level Distribution for Midterm vs Final Evaluations

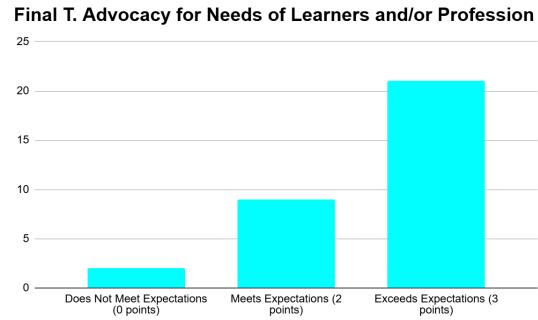
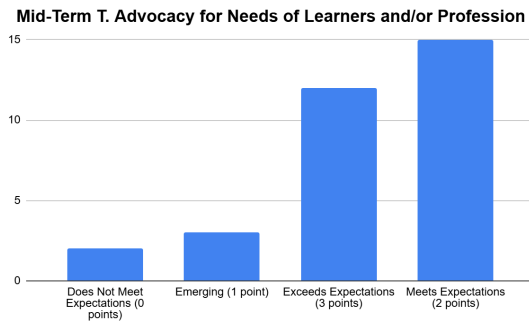


0= Does Not Meet Expectations 1= Emerging 2= Meets Expectations 3 = Exceeds Expectations

Teacher candidates achieved Meets or Exceeds Expectations for Professional Commitment and Behaviors by the completion of student teaching.

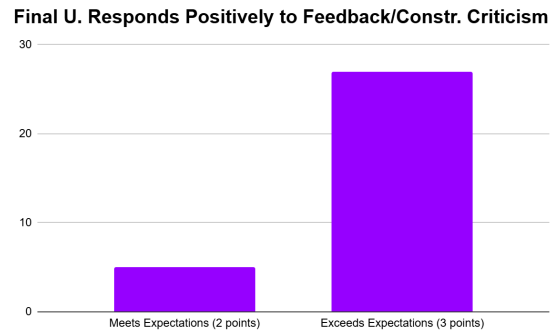
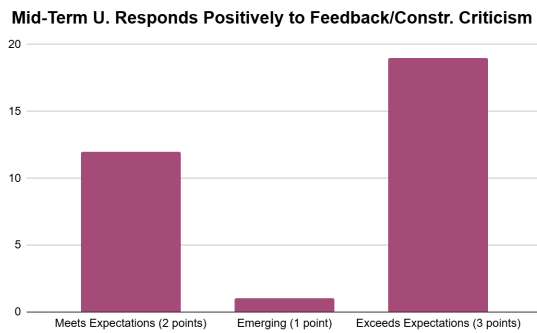
Professional Relationships consists of two areas: Collaboration; Advocacy to Meet the Needs of Learners or for the Teaching Profession.





Most teacher candidates achieved Meets or Exceeds Expectations for Professional Relationships by the completion of student teaching.

Critical Thinking and Reflective Practice has one measure: Responds Positively to Constructive Criticism.



All teacher candidates achieved Meets or Exceeds Expectations for Professional Relationships by the completion of student teaching.

CPAST scores are based on collaboration and consensus between the teacher candidate, their mentor teacher, and their student teaching supervisor. They are based on evidence agreed upon by all three participants and represent the teacher candidate’s competency at the completion of the teacher preparation program.

Based on the data, **Aquinas teacher candidates are prepared and competent at the end of their program.**

As this was our first year implementing this tool, faculty will be further analyzing specifics in the area to determine if there are any related gaps in a program or particular sequence of courses. This detail was not included in this public report because the numbers of candidates not meeting expectations was so small it is likely candidates would be identifiable.

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.

2021-2024

		Aquinas Completers				Statewide Completers	
		Initial Attempt		Cumulative Attempts		Initial Attempt	Cumulative Attempts
TEST	N	N Pass	% Pass	N Pass	% Pass	% Pass	% Pass
English	10	6	60.0	9	90.0	73.6	84.3
Speech	2	2	100.0	2	100.0	100.0	100.0
Reading	3	3	100.0	3	100.0	77.8	80.2
Geography	1	0	0.0	0	0.0	Not reported (n is 10 or less)	Not reported (n is 10 or less)
History	3	1	33.3	2	66.7	45.4	63.1
Biology	3	3	100.0	3	100.0	61.2	81.1
Chemistry	1	1	100.0	1	100.0	65.5	81.6
Mathematics (SEC)	12	12	100.0	12	100.0	75.9	83.5
German	1	1	100.0	1	100.0	73.3	73.3
Spanish	5	5	100.0	5	100.0	85.0	90.6
Health	1	1	100.0	1	100.0	88.8	92.9
Physical Education	4	3	75.0	4	100.0	61.1	74.4
Bilingual Education	1	1	100.0	1	100.0	Not reported (n is 10 or less)	Not reported (n is 10 or less)
Social Studies (SEC)	9	6	66.7	8	88.9	64.3	80.8
English as a Second Language	5	5	100.0	5	100.0	87.0	90.5
Mathematics (EL)	7	6	85.7	7	100.0	77.6	81.6

Language Arts	2	2	100.0	2	100.0	73.6	80.1
Integrated Science (EL)	3	3	100.0	3	100.0	73.9	81.5
Integrated Science (SEC)	9	8	88.9	9	100.0	55.5	73.0
Music Education	2	2	100.0	2	100.0	85.3	93.3
Elementary Education	79	56	70.9	66	83.5	64.7	81.6
Early Childhood Education (General & Special Ed)	11	6	54.5	6	54.5	62.5	71.3
Health Education	1	1	100.0	1	100.0	95.4	98.1
Physical Education	1	1	100.0	1	100.0	94.3	97.4
Learning Disabilities	15	15	100.0	15	100.0	88.5	95.1
Lower Elementary (PK-3) Education Subtest 1	9	9	100.0	9	100.0	95.0	96.7
Lower Elementary (PK-3) Education Subtest 2	6	3	50.0	5	83.5	77.4	86.7
Lower Elementary (PK-3) Education Subtest 3	6	3	50.0	5	83.5	80.5	90.2
Lower Elementary (PK-3) Education Subtest 4	4	4	100.0	4	100.0	92.7	96.3
Upper Elementary (3-6) Education Subtest 1	2	2	100.0	2	100.0	83.2	90.1
Upper Elementary (3-6) Education Subtest 2	2	2	100.0	2	100.0	69.6	83.5
Upper	3	2	66.7	2	66.7	85.4	91.5

Elementary (3-6) Education Subtest 3							
Upper Elementary (3-6) Education Subtest 4	2	1	50.0	1	50.0	70.2	81.8
English as a Second Language	4	4	100.0	4	100.0	77.2	82.3
All Content Area Tests	229	180	78.6	88.6		76.1	86.0

It should be noted that the tests completed are no longer all open programs at Aquinas College so are not included in all aspects of program data analyzed for continuous improvement. The Lower and Upper Elementary with subtests are new and aligned with the restructuring of certification in Michigan. Subtest 1 is focused on Professional Knowledge and Skills, Subtest 2 on Literacy, Subtest 3 on Math and Subtest 4 on Social Studies and Science. This data set is our first related to these tests. Other areas in which our completers underperformed compared to the statewide pass rates are Early Childhood and Initial Attempts on the (secondary) English and History tests. Early Childhood is now a closed program at Aquinas. Our department will continue to collaborate with our English and History departments to evaluate possible reasons for these challenges.

Analysis

Based on the data from the CFAST and MTTC passing rates, **Aquinas teacher candidates are competent at the end of their teacher preparation.** In conjunction with the Administrator Surveys and Educator Effectiveness ratings, Aquinas teacher candidates are continuing to exhibit this competency in their first years as classroom teachers.

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

To evaluate this aspect, we utilize our alumni data which is informed by reports from MDE related to certification and job placement, certification records, and direct communication from graduates.

AQ Completer Employment Data

	Total Completers	CERTIFIED	CERTIFIED	EMPLOYED (Teaching)	EMPLOYED (Teaching)
2022 FA	17	15	88%	14	82%
2023 SP	14	10	71%	7	50%
2023 SU	18	9	50%	8	44%
2023 FA	11	*10	91%	*11	100%
2024 SP	18	*16	89%	*17	94%
2024 SU	1	1	100%	1	100%
2024 FA	19	18	95%	18	95%
2025 SP	13	10	77%	6	46%
Total	111	63		54	
Percentage		56.8%		48.6%	

*Candidates not certified. Employed teaching in a non-public school.

86% of Aquinas graduates from Fall of 2022 through Spring of 2025 who were certified are currently employed as teachers. During the 2023-2024 academic year, as we completed our self-study, we identified alumni data as an area for improvement.

While we do have data related to certification and employment, we do not have specific data related to the reasons for those not employed as teachers and whether or not there is any relation to an inability to find positions for which they were prepared. We are currently in discussions with our Alumni Relations and Advantage Center to explore additional possibilities for gathering and improving the quality of our completer employment data.
