

# MARIST

## IMPACT MEASURES

### 1. Impact on P-12 Learning and Development (Component 4.1)

#### Internal Evaluation of edTPA, Criterion: Effect on Student Learning

Scale 1 = Does not meet expectations, 2 = Meets expectation with some concerns, 3 = Meets expectations, 4 = Exceeds expectations

Overall, 99% of candidates scored at the “Meets Expectations” or “Exceeds Expectations” level.

	<b>n</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>% Meeting or Exceeding Expectations</b>
Adolescence ELA, BA	9	3.44	0.50	100% (N = 9)
Adolescence ELA, M.Ed.	2	4.00	0.00	100% (N = 2)
Adolescence Mathematics, BA	13	3.23	0.58	93% (N = 12)
Adolescence Mathematics, M.Ed.	1	3.00	0.00	100% (N = 1)
Adolescence Science, BS	0	--	--	--
Adolescence Science, M.Ed.	0	--	--	--
Adolescence Social Studies, BA	3	3.67	0.47	100% (N = 3)
Adolescence Social Studies, M.Ed.	2	4.00	0.00	100% (N = 2)
Adolescence World Languages, BA	0	--	--	--
Adolescence World Languages, M.Ed.	0	--	--	--
Childhood / Students with Disabilities	56	3.54	0.50	100% (N= 56)

### 2. Indicators of teaching effectiveness (Component 4.2):

#### Evaluation of Student Teaching, Criterion: Thinking of this candidate overall, please make an estimate for the potential growth as a teacher

Note: each candidate is evaluated twice by the college supervisor and by up to two cooperating teachers

Scale 1 = Does not meet expectations, 2 = Meets expectation with some concerns, 3 = Meets expectations, 4 = Exceeds expectations

Overall, 95% of assessments scored at the “Meets Expectations” or “Exceeds Expectations” level.

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	number of assessments	Mean	Standard Deviation	% Meeting or Exceeding Expectations
Adolescence ELA, BA	33	3.46	0.43	100% (33 assessments)
Adolescence ELA, M.Ed.	8	4.00	0.00	100% (8 assessments)
Adolescence Mathematics, BA	39	3.59	0.59	100% (39 assessments)
Adolescence Mathematics, M.Ed.	4	3.25	0.43	100% (4 assessments)
Adolescence Science, BS	0	--	--	--
Adolescence Science, M.Ed.	0	--	--	--
Adolescence Social Studies, BA	11	3.18	0.96	82% (9 assessments)
Adolescence Social Studies, M.Ed.	8	3.63	0.48	100% (8 assessments)
Adolescence World Languages, BA	0	--	--	--
Adolescence World Languages, M.Ed.	0	--	--	--
Childhood / Students with Disabilities	236	3.72	0.51	98% (221 assessments)

### 3. Satisfaction of employers and employment milestones (Component 4.3 / A.4.1)

In 2016 – 2017, the Marist Education Department participated in a regional survey of 110 member districts of the Mid-Hudson School Study Council. These districts are served by the fourteen EPPs in the mid-Hudson region. The response rate of the 110 districts was 36%.

District representatives were asked to rate the preparation level of program completers who were hired within the past two years on a series of topics. Institutions received their individual score plus the overall score of all fourteen institutions. The following are scores of the Marist teacher preparation program as compared to the overall score of the fourteen EPPs.

Scale 1 = Unprepared or Underprepared, 2 = Minimally Prepared, 3 = Adequately Prepared, 4 = Well Prepared, 5 = Superior

TOPIC	OVERALL AVERAGE of the 14 EPPs in the mid-Hudson region who had candidates hired by respondents	MARIST AVERAGE of the respondents in the mid-Hudson region who hired Marist program completers
Classroom Management	3.5	3.9
Pedagogy and Differentiation of Instruction	3.5	3.8

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Working with Diverse Students/Learners	3.4	3.7
Content Knowledge	3.8	4.2
Using Data Effectively for Instructional Decision-Making	3.2	3.6

#### 4. Satisfaction of completers (Component 4.4 / A.4.2):

##### Completers Survey, Criterion: I would recommend the Marist College Education program to others

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
Adolescence ELA, BA	22% (n = 2)	0% (n = 0)	0% (n = 0)	33% (n = 3)	44% (n = 4)	0% (n = 0)
Adolescence ELA, M.Ed.	0% (n = 0)	0% (n = 0)	50% (n = 1)	0% (n = 0)	50% (n = 1)	0% (n = 0)
Adolescence Mathematics, BA	20% (n = 2)	0% (n = 0)	10% (n = 1)	20% (n = 2)	50% (n = 5)	0% (n = 0)
Adolescence Mathematics, M.Ed.	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 1)	0% (n = 0)
Adolescence Science, BS	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)
Adolescence Science, M.Ed.	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)
Adolescence Social Studies, BA	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	100% (n = 2)	0% (n = 0)
Adolescence Social Studies, M.Ed.	50% (n = 1)	0% (n = 0)	0% (n = 0)	50% (n = 1)	0% (n = 0)	0% (n = 0)
Adolescence World Languages, BA	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)
Adolescence World Languages, M.Ed.	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)	0% (n = 0)
Childhood / Students with Disabilities	6% (n = 3)	0% (n = 0)	0% (n = 0)	4% n = 2	69% n = 35	22% n = 11

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## 5. Graduation rates

The data below came from the 2010 and 2014 fall history file and IPEDS completion reports. The tables show the graduation counts and percentages for the 2010 undergraduate cohort (students who first enrolled as undergraduates in the fall of 2010). The second table shows the counts and graduation rate for the 2014 graduate cohort (students who first enrolled as graduates in the fall of 2014). The graduation rate for students within the education program includes students whose started and ended in as education majors. Students who transferred from Marist or to a non-education were not included in the graduation rate.

### Initial Certification Programs

**4 and 6 Year Graduation Rates for Education Majors among the 2010 Cohort**

Program	2010 Cohort Size	Graduated in Edu. Major (4 yrs.)	Graduates in Edu Major (4 yrs.)	Graduated in Edu. Major (6 yrs.)	6 year graduates
Biology - Adol Edu	1	1	100.0%	1	100.0%
English Writing/Adol Educ.	1	0	0.0%	0	0.0%
English Literature/Adol Educ.	4	2	50.0%	2	50.0%
French - Adol Edu	1	1	100.0%	1	100.0%
History/Adol Education	4	3	75.0%	3	75.0%
Mathematics - Adol Edu	16	6	37.5%	6	37.5%
Psychology - Spec Edu	72	45	62.5%	48	66.7%
Spanish - Adol Edu	1	0	0.0%	0	0.0%
<b>Total</b>	<b>100</b>	<b>58</b>	<b>58.0%</b>	<b>61</b>	<b>61.0%</b>

### Advanced Certification Programs

**Graduation Rates for Education Graduate Programs among the 2014 Cohort**

Program	2014 Cohort size	Graduated in 1 yr.	Graduation rate (1 yr.)	Graduated in 2 yrs.	Graduation rate (2 yrs.)	Graduated in 3 yrs.	Graduation rate (3 yrs.)
Adolescence Education	6	0	0%	6	100%	6	100%
Edu Psychology Childhood & Stu Dis 1-6	11	11	100%	11	100%	11	100%
Educational Psychology - Childhood 1-6	6	0	0%	4	67%	6	100%
Educational Psychology - 5-6 Extension	7	0	0%	6	86%	7	100%
<b>Total</b>	<b>30</b>	<b>11</b>	<b>37%</b>	<b>27</b>	<b>90%</b>	<b>30</b>	<b>100%</b>

## 6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II data

### Initial Certification Programs

Candidates working toward initial certification in the dual certification program for Childhood (Grades 1-6) and Special Education (Grades 1 – 6) are required to complete three New York State Tests: Educating All Student (EAS); Content Specialty Test of Multi-Subjects; and Content Specialty Test: Students with Disabilities. Candidates in the Adolescent Education Programs complete the EAS along with a Content Specialty Test in their respective licensure content area. Below are pass rates for 2016-2017 program completers for the New York State testing suite.

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	Candidates Completing State Tests	Number of Tests Passed	Total Tests Completed	Pass Rate
Childhood / Students with Disabilities	64	206	216	95.4%
Adolescence ELA	5	16	18	88.90%
Adolescence Social Studies	5	14	15	93.30%
Adolescence Mathematics	8	23	25	92%

Candidates in all initial programs complete the Teacher Performance Assessment (edTPA) during their Student Teaching semester. Below are pass rates for 2016-2017 program completers on the Teacher Performance Assessment.

	Candidates Submitting the edTPA	Candidates Passing the edTPA	Pass Rate
Childhood/Students with Disabilities	68	59	87%
Adolescent Education	27	19	70%
Total	95	78	82%

## 7. Ability of completers to be hired in education positions for which they have prepared

### *Initial Certification Programs*

The Marist College Education Department annually requests that program completers self-report on their employment status. This reporting process is completely voluntary; therefore, our response rate is low. Based on voluntary reports, data indicate that 13 out of 92 (14.1%) initial program graduates are employed in a field for which they have prepared. Additionally, 22 (23.9%) completers are enrolled in graduate school in the field of education. Taken together, 35 out of 92 (38%), are actively working or enrolled in graduate study in their target field. Another way to look at the data is to examine the career paths of those program completers who responded to the request. We currently have records for 35 program completers. Among this group, 37.1% were hired in position for which they have prepared and 62.9% enrolled in a relevant graduate program.

### *Advanced Certification Programs*

In 2017, there were 12 completers of the Marist College School Psychology program. Of these graduates, 7 (58%) are employed as school psychologists and 2 (16.7%) are employed in school psychology-related positions, for a total of 9 graduates (75%) employed in areas for which they prepared. Of the remaining graduates, 1 (8.3%) are employed in an unrelated field and the status of 2 (16.6%) are unknown.

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## **8. Student loan default rates and other consumer information**

The Marist student loan default rate is 3.1%. The national student loan default rate for 2017, as determined by the United States Department of Education, was 11.5%.

Publically Available Consumer Information for Marist College can be found here:

<http://www.marist.edu/ir/consumerinformation.html>

Additional Consumer Information for Advanced Program Candidates can be found here:

<http://www.marist.edu/financialaid/graduate/tuitionandfees.html>