

CAEP Annual Accountability Measure 4

Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared Initial and Advanced Programs

Evidence Overview

Purpose of Measure: The College of Education is proud of the excellent educator preparation candidates receive in the initial and advanced programs at Northwest Nazarene University. The employment rates of NNU program completers is an indicator of the high value placed on our graduates by school district employers across the state of Idaho, and the greater Northwest region.

Details of Assessment: Employment of NNU graduates is tracked by initial and advanced programs at the department level when self-reported by completers. Maintaining contact with our completers well beyond graduation enables the EPP to continue the support of our alumni in their new roles and fosters continuous learning for the EPP and completers throughout their career in education.

Evidence

Completers of Educator Preparation Programs at Northwest Nazarene University are highly employable in their area of preparation. School districts across the state of Idaho seek out graduates of the EPP based on a pattern of superior performance from our completers and the enduring positive reputation our programs enjoy.

Initial Level

In spring of 2022, 24 out of 24 completers of the Initial Program in 2021-2022 reported employment results to the EPP, with two completers not reporting. Of those that reported, 100% of the Initial Program completers from that year obtained employment, almost 92% were in the field of education, and 100% were in certified instructional positions for which they prepared.

| | Table 1 Initial Programs | | | | | | | |
|--------------------------------------|--------------------------|---------|--------|---------|----------|---------|---------------|---------|
| | Trad UG | | ACE UG | | ACE Grad | | Initial Total | |
| | N | Percent | N | Percent | N | Percent | N | Percent |
| COMPLETERS | 20 | -- | 1 | -- | 3 | -- | 24 | -- |
| Employed | 20 | 100% | 1 | 100% | 3 | 100% | 24 | 100% |
| Employed in Education | 18 | 90% | 1 | 100% | 3 | 100% | 22 | 91.67% |
| Certified Instructional Employment | | | | | | | | |
| Public P-12 Education | 18 | 100% | 1 | 100% | 2 | 66.67% | 21 | 95.5% |
| Private P-12 Education | 0 | -- | 0 | -- | 1 | 33.33% | 1 | 4.5% |
| Certified Instructional Demographics | | | | | | | | |
| Idaho Public | 18 | 90% | 1 | 100% | 2 | 66.67% | 21 | 95.5% |
| Idaho Private | 0 | -- | 0 | -- | 0 | -- | 0 | -- |
| Out-of-State Public | 2 | 11.11% | 0 | -- | 0 | -- | 2 | 9.09% |
| Out-of-State Private | 0 | -- | 0 | -- | 1 | 33.33% | 1 | 4.55% |
| International | 1 | 5.6% | 0 | -- | 0 | -- | 1 | 4.55% |
| Classified Education Employment | | | | | | | | |
| Substitute Teacher | 0 | -- | 0 | -- | 0 | -- | 0 | -- |

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| | | | | | | | | |
|---------------------------|---|-----|---|----|---|----|---|-------|
| Paraprofessional Educator | 0 | -- | 0 | -- | 0 | -- | 0 | -- |
| Other | | | | | | | | |
| Non-Education Employment | 2 | 10% | 0 | -- | 0 | -- | 2 | 8.30% |
| Did not report | 0 | -- | 0 | -- | 0 | -- | 0 | -- |

Advanced Level

Idaho educators are incentivized in the state supported Career Ladder Pay System for taking leadership positions. Many teacher leaders who are already serving in leadership roles in school buildings decide to enhance leadership opportunities by seeking an advanced degree. To seek an educational leadership endorsement, candidates must have at least three years teaching experience so all of our completers are already in the education profession.

In the first year holding a certification, 45% of our completers are active administrators; an increase of 12% from last year. In Idaho, one-third of those who hold educational certification are no longer practicing educators, so we are happy that all of our completers are still actively engaged with the profession. Not all completers are ready to apply for administrative positions, so many are serving students as classroom teachers and teacher-leaders within Idaho school districts.

| | Table 2 Advanced Programs | | | | | | | |
|--------------------------------------|---------------------------|---------|------------------|---------|----------------|---------|----------------|---------|
| | Principal | | Director of SPED | | Superintendent | | Advanced Total | |
| | N | Percent | N | Percent | N | Percent | N | Percent |
| COMPLETERS | 41 | -- | 2 | -- | 10 | -- | 53 | -- |
| Employed | 41 | 100% | 2 | 100% | 10 | 100% | 53 | 100% |
| Employed in Education | 41 | 100% | 2 | 100% | 10 | 100% | 53 | 100% |
| Administrator Education Employment | | | | | | | | |
| Public P-12 Education | 12 | 80% | 1 | 100% | 8 | 100% | 21 | 88% |
| Private P-12 Education | 3 | 20% | 0 | 0% | 0 | 0% | 3 | 12% |
| Administrator Education Demographics | | | | | | | | |
| Idaho Public | 10 | 67% | 1 | 100% | 8 | 100% | 19 | 94% |
| Idaho Private | 1 | 7% | 0 | 0% | 0 | 0% | 1 | <1% |
| Out-of-State Public | 2 | 13% | 0 | 0% | 0 | 0% | 2 | 3% |
| Out-of-State Private | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| International | 2 | 13% | 0 | 0% | 0 | 0% | 2 | 3% |
| Certified Instructional Employment | | | | | | | | |
| Public P-12 Education | 27 | 100% | 1 | 100% | 2 | 100% | 30 | 100% |
| Private P-12 Education | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 0% |
| Other | | | | | | | | |
| Non-Education Employment | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Did not report | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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Continuous Improvement

Advanced Level

The data shows increasing numbers of completers getting jobs in the area of certification and all of our completers staying in the field of education. After the Great Resignation since the Pandemic, that is good news for the profession. We are also adding a series of Teacher-Leader Endorsements which our administrative candidates are qualified for which will increase employment options for teachers who are not fully interested in using administrative certificates.

Initial Level

EPP faculty continue to engage with completers multiple times within our graduates' first few years of teaching. The purpose of continuous contact with our in-service alumni teachers is three-fold. First, it allows EPP faculty to continue the mentor relationship developed between faculty and candidate into another type of supportive role between EPP faculty and new teachers. Second, it allows EPP completers to provide feedback to EPP faculty on the areas of strength within the EPP, and areas that could be strengthened to ensure future completers experience success. Third, the feedback provided from completers is one of several data points the EPP uses to continuously update the initial level teacher preparation program in regard to professional development currently addressed by stakeholders in local school districts.