



## Display of Annual Reporting Measures

### Impact Measures

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

The School of Education measures the ability of our graduates to have an impact on P-12 learning and development using their edTPA scores. The edTPA is a rigorous portfolio-based assessment required of all New York State certified teachers. Graduates are judged on their ability to create appropriate plans, based on student development, instruct students using research-based strategies, and use assessment to evaluate learning. Overall, the pass rate for program completers in 2018-2019 is 87.2%. The 2017-2018 overall pass rate for completers was 89%. The two year average pass rate for completers was 88.1%.

**Figure 1A**

<b>2018-2019 edTPA Completers</b>	<b>Number of Tests Passed</b>	<b>Total Tests Completed</b>	<b>Pass Rate</b>
Early Childhood Education	10	11	90.9%
Elementary: Literacy/Math	16	21	76.2%
Elementary: Math/Literacy	1	1	100.0%
English as an Additional Language	6	6	100.0%
K-12 Performing Arts	1	1	100.0%
K-12 Physical Education	14	18	77.8%
Middle Child English Language Arts	2	2	100.0%
Secondary English Language Arts	4	4	100.0%
Middle Child Science	1	1	100.0%
Secondary Science	3	3	100.0%
Secondary History/Social Studies	4	4	100.0%
Middle Child History/Social Studies	2	3	66.7%
Secondary Mathematics	2	2	100.0%
Special Education	26	29	89.7%
Visual Arts	2	2	100.0%
World Languages	1	1	100.0%
<b>AVERAGE PASS RATE:</b>			<b>87.2%</b>

## 2. Teaching Effectiveness (Component 4.2)

### Evaluation of Student Teaching: Competencies Checklist

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

Scale: 1 = Unsatisfactory, 2 = Satisfactory, 3 = Target

The data in Figure 2A below reflect performance over the 2018/2019 academic year on the Instructional Practice Domain of our Competencies Checklist administered at the end of Supervised/Student Teaching. Candidates were assessed on three measures: Assessment, Planning for Instruction, and Instructional Strategies. Overall, over 99% of measures were evaluated at the “Satisfactory” or “Target” level (represented on Figure 2B below as “% Meeting or Exceeding Expectations”).

**Figure 2A**

2018/2019 Competencies Checklist					
			1	2	3
Certification Area	Total	Total	Unsatisfactory	Satisfactory	Target
	Students	Assessed Items	Assessed Items	Assessed Items	Assessed Items
Early Childhood Education	21	84	2	17	65
			2.40%	20.20%	77.40%
Childhood Education	51	261	0	40	221
				15.30%	84.70%
Physical Education	34	153	2	36	115
			1.30%	23.50%	75.20%
Secondary Education	26	103	0	51	52
				49.50%	50.50%
Special Education	24	84	0	12	72
				14.30%	85.70%
TESOL	9	33	0	15	18
				45.50%	54.50%

**Figure 2B**

2017/2018 and 2018/2019 Competencies Checklists			
Certification Area	% Assessed Items Meeting/Exceeding Expectations 2018/19	% Assessed Items Meeting/Exceeding Expectations 2017/18	Two Year Totals
Early Childhood Education	97.60%	100%	98.89%
Childhood Education	100%	99.30%	99.65%
Physical Education	98.70%	100%	99.84%
Secondary Education	100.00%	100%	100%
Special Education	100.00%	100%	100%
TESOL	100.00%	100%	100%

### 3. Satisfaction of Employers and Employment Milestones (Component 4.3/A.4.1)

In 2018/2019, the Manhattanville College School of Education participated in a regional survey of 110 member districts in the Mid-Hudson School Study Council. These districts are served by the fourteen EPPs in the mid-Hudson region. District representatives were asked to rate the preparation level of the 11 Manhattanville program completers who were hired within the past year on a series of topics.

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

**Figure 3A**

Survey Item	Manhattanville Means
	2018/2019
Classroom Management	3.7
Parent Engagement	3.6
Collaboration with Colleagues	4.2
Blended Learning	2.9
Project-based Learning	3.1
Inquiry Method of Instruction	2.8
Pedagogy and Differentiated Instruction	3.3
Designing Valid Student Assessments	2.6
Understanding and Interpreting IEP's/504's	2.9
Benchmarking of Student Progress	3.0
Working with Diverse Students/Learners	3.1
Culturally Responsive Educational Practice	3.0

Content Knowledge	3.9
Engagement in Opportunities for Professional Growth	3.2
Using Data to Inform Instructional Decision-Making	2.8
Ability to Teach Reading	3.0
Ability to Teach Writing	3.0
Ability to Teach Technology	2.9
Ability to Teach STEM	2.9
Ability to Teach Critical Thinking	3.1
<b>Overall Mean:</b>	<b>3.2</b>

**Figure 3B**

Survey Item	Manhattanville Means
	2016/2017 - 2018/2019
Classroom Management	3.7
Parent Engagement	3.6
Collaboration with Colleagues	4.1
Blended Learning	3.1
Project-based Learning	3.2
Inquiry Method of Instruction	3.0
Pedagogy and Differentiated Instruction	3.3
Designing Valid Student Assessments	2.8
Understanding and Interpreting IEP's/504's	3.1
Benchmarking of Student Progress	3.2
Working with Diverse Students/Learners	3.2
Culturally Responsive Educational Practice	3.1
Content Knowledge	3.5
Engagement in Opportunities for Professional Growth	3.3
Using Data to Inform Instructional Decision-Making	3.1
Ability to Teach Reading	3.1
Ability to Teach Writing	3.0
Ability to Teach Technology	3.0
Ability to Teach STEM	3.2
Ability to Teach Critical Thinking	3.2
<b>Overall Mean:</b>	<b>3.2</b>

**4. Satisfaction of Completers (Component 4.4/A.4.2)**

Completers from the 2018/2019 academic year were asked to respond to a survey in which they rate their knowledge and understanding of key concepts, practices and skills needed to become an effective teacher or school leader. Below are the average responses given by 50 2018/2019 responders and 122 pre 2018 responders using the following scale: 1 = Weak; 2 = Adequate; 3 = Good; 4 = Strong

**Figure 4A**

**As a result of your educational experiences at Manhattanville College, how would you rate your knowledge and understanding of the following?**

Completer Survey	Mean Score	Mean Score
	2018-2019	Pre 2018
	(50 Responses)	(122 Responses)
Curriculum Development	3.1	3.1
Children with Special Needs	3.2	2.9
Communication with Parents	2.6	2.6
Collaborating with Other Professionals	3.3	3.3
Multicultural Issues and Perspectives	3.1	3
Theories/Principles of How Students Learn	3.4	3.4
Classroom Management Techniques/Procedures	3.2	3.1
Legal Responsibilities of Teachers	3	2.9
Ethical Practices of Teachers	3.3	3.2
Content and Curriculum in Your Discipline	3.1	3.2
Recent Research in Education	3.2	3.2
Assessment Practices	3.2	3.1
Federal Laws and Guidelines Governing Teachers	2.8	2.9

**Figure 4B**

**At present, how would you rate your learning of skills in the following areas?**

Completer Survey	Mean Score	Mean Score
	2018-2019	2018-2019
	(50 Responses)	(122 Responses)
Developing Lesson Plans	3.4	3.5
Differentiating Lessons for Diverse Learners	3.5	3.4
Motivating Students to Participate in Academic Tasks	3.4	3.3
Teaching Basic Content Knowledge and Related Skills	3.3	3.4
Teaching Problem Solving/Higher-Order Thinking to Students	3.5	3.2
Developing a "Sense of Community" Among Students in Your Classroom	3.2	3.4
Selecting, Preparing, and Using Educational Materials	3.5	3.2

Using Educational Technology As a Learning Tool	3.3	3.1
Working with Gifted and Talented Students	3.3	2.5
Working in an Inclusion Setting or with Special Needs of Students	2.7	3.1
Working with Students from Diverse Racial and Ethnic Backgrounds	3.3	3.1
Monitoring Students' progress and Adjusting Instruction	3.2	3.2
Assessing Student Work	3.1	3.3
Communicating with Parents	3.4	3
Responding Appropriately to Disruptive Student Behaviors	3	3
Reflecting Upon and Improving Your Teaching Performance	3	3.4

## Outcome Measures

### 5. Graduation Rates (Component 4.5)

**Figure 5A**

<u>Undergraduate</u>	2014-2015	2015-2016	2016-2017	2017-2018
Total Undergraduates Declaring Education Major during Sophomore Year	37	47	40	55
Percentage Graduating with Education Degree within 4 years	100.0%	95.7%		
Percentage Graduating with Education Degree within 5 years	100.0%			

<u>Graduate – Masters Level</u>	2015-2016	2016-2017	2017-2018	2018-2019
Total Entering Program	308	263	240	264
Percentage Completing Program within 1 Year	5%	7%	9%	10%
Percentage Completing Program within 2 Years	39%	39%	20%	32%
Percentage Completing Program within 3 Years	60%	57%	71%	
Percentage Completing Program within 4 Years	64%	79%		
Percentage Completing Program within 5 Years	65%			

**6. Ability of Completers to Meet Licensing (Certification) and Any Additional State Requirements;  
Title II Data (Component 4.6)**

**Figure 6A**

<b>Tests Taken by Completers in 2018-2019</b>	<b>Number of Tests Passed</b>	<b>Total Tests Completed</b>	<b>Pass Rate</b>
Educating All Students	144	159	90.6%
<i>Content Special Tests</i>			
Biology	4	4	100.0%
Chemistry	1	1	100.0%
English	11	11	100.0%
ESOL	23	23	100.0%
Health Education	3	4	75.0%
Literacy	7	9	77.8%
Mathematics	2	2	100.0%
MS 1-6 Part One - Lit/ELA	64	72	88.9%
MS 1-6 Part Two - Math	66	77	85.7%
MS 7-12 Part One - Lit/ELA	13	18	72.2%
MS 7-12 Part Two - Math	14	19	73.7%
MS B-2 Part One - Lit/ELA	30	37	81.1%
MS B-2 Part Two - Math	27	41	65.9%
MS Part Three - Arts & Sci	89	90	98.9%
Music	4	6	66.7%
Physical Education	20	24	83.3%
Physics	2	3	66.7%
Social Studies	11	12	91.7%
Spanish	3	3	100.0%
Students with Disabilities	90	106	84.9%
Theater	1	1	100.0%
Visual Arts	6	8	75.0%
<i>Leadership Tests</i>			
Revised School Building Leader I	5	5	100.0%
Revised School Building Leader II	6	7	85.7%
School District Leader I	5	5	100.0%
School District Leader II	5	5	100.0%

**7. Ability of Completers to be Hired in Education Positions for Which They Have Prepared (Component 4.7)**

**Figure 7A**

<b>2020 Completer Survey: Employment Data</b>		
<b>Public/Private School P-12 Classroom Instruction Positions</b>	<b>2020 Completers in P-12 Positions</b>	
Leave Replacement	2	(4%)
Teacher	36	(72%)
Assistant Teacher/Aide	7	(14%)
Substitute Teacher	2	(4%)
Intern	1	(2%)
Learning Specialist	1	(2%)
NA	1	(2%)
<b>Total</b>	<b>50</b>	<b>(100%)</b>

**Figure 7B**

<b>School of Education Graduation Class of 2019 Center for Career Development Survey</b>		
<b>Job Function Name</b>	<b>2019 Responses Count</b>	
Education/Teaching/Training	86	(80%)
Administration	14	(13%)
Advertising, Media & PR	1	(1%)
Recreation/Fitness	1	(1%)
Political/Organizing/Lobbying	1	(1%)
Other	1	(1%)
Consulting	1	(1%)
Counseling	1	(1%)
Design/Art	1	(1%)
<b>Total</b>	<b>107</b>	<b>(100%)</b>

**8. Student Loan Default Rates and Other Consumer Information (Component 4.8)**

**Figure 8A**

**Student Loan Default Rates**

	<b>National Rate</b>	<b>Manhattanville College's Rate</b>
<b>2017</b>	11.5%	6.5%
<b>2018</b>	10.8%	5.3%
<b>2019</b>	10.1%	4.4%



**Figure 8B**

**Student Characteristics in the School of Education**

	<b>n</b>
<b>Undergraduate</b>	161
<b>Graduate</b>	649

	<b>n</b>
<b>Completers</b>	201
<b>Still Enrolled</b>	609

		<b>n</b>	<b>%</b>
<b>Gender</b>	<b>Male</b>	227	28
	<b>Female</b>	583	72

		<b>n</b>	<b>%</b>
<b>Ethnicity</b>	<b>Hispanic</b>	90	11
	<b>Non-Hispanic</b>	489	60
	<b>Unknown/Unreported</b>	231	29

		<b>n</b>	<b>%</b>
<b>Race</b>	<b>American Indian/Alaskan</b>	8	1.0
	<b>Asian</b>	17	2.1
	<b>Black/African American</b>	47	5.8
	<b>Multi-race</b>	0	0.0
	<b>Native Hawaiian or Pacific Islander</b>	2	0.2
	<b>White</b>	481	59.4
	<b>Unknown/Unreported</b>	255	31.5