

## Educational Effectiveness 2014-2015

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### ASSESSMENT RESULTS BY STANDARD

The faculty of Nyack College's School of Education evaluate educational effectiveness through the use of common assessment instruments. These assessments are implemented across both campuses and consist of common assignments evaluated utilizing common rubrics:

#### **Bachelor's Programs:**

- 1) New York State Content Specialty Test for the program
- 2) Competency Attainment Checklist used to evaluate student teaching performance
- 3) Student Teaching Teacher Performance Assessment used to evaluate major teaching processes.

#### **Master's Programs:**

- 1) New York State Content Specialty Test for the program
- 2) Standards-Based Observation Form used to evaluate performance during Practicum
- 3) Teacher Performance Assessment used to evaluate major teaching processes during Practicum/Internship.

These instruments are carefully linked with program learning goals and institutional guiding principles. The School of Education's scoring system is a 5-level, 4-point construct:

- 0 points – Does Not Meet Standard
- 1 point – Approaches Standard
- 2 points – Acceptably Meets Standard
- 3 points – Solidly Meets Standard
- 4 points – Exceeds Standard

The scores for each program represented in this document are aggregated from the candidate scores of the three instruments noted above as applicable to each of the following student learning goals. The results are representative of 2014-2015 program completers from both campuses.

**Student Learning Goals for all Programs:**

1. Individual - The teacher, informed by a Christian worldview, engages students in meaningful learning tasks and helps them to value exploration of important personal and global issues.
2. Community - The teacher, using a servant-leader model, creates positive relationships and works collaboratively with families, schools, and community agencies to improve schools, support student learning, and secure the well-being of all students.
3. World (Diverse Learners) - The teacher understands how children from varied cultural backgrounds differ in their approaches to learning, provides instructional opportunities based upon their needs, and instills in them respect for world cultures and ethnic differences.
4. Disciplines (Subject Matter) - The teacher understands the central concepts, tools of inquiry, and the academic standards of the discipline(s).
5. Theories (Learning, Human Development) - The teacher uses an understanding of developmental learning theories and can provide learning opportunities that support students' intellectual, social, and personal development.
6. Connections - The teacher explores and integrates important themes and topics that appear within and across disciplines and provides linkage with students' prior knowledge and understanding.
7. Vision (Creates a learning environment) - The teacher articulates a clear plan(s) for establishing and managing a productive, inclusive, stimulating, and safe learning environment.
8. Communication - The teacher uses effective oral, written, and visual representation with the support of media and technological applications to foster active inquiry, collaboration, and interaction in the classroom.
9. Professionalism (Reflective Practitioner) - The teacher is a reflective practitioner who actively demonstrates ethical behavior consistent with the Christian faith and engages in professional activities in order to improve school performance, strengthen professional collaborations, and promote personal teaching effectiveness.
10. Plan (Planning Instruction) - The teacher demonstrates an ability to plan instruction based on student need, curriculum frameworks, and academic standards, while maintaining a Christian worldview.
11. Strategy (Instructional Strategies) - The teacher uses multiple teaching strategies to actively motivate and engage students in a collaborative learning environment.
12. Assessment - The teacher uses formative and summative measures reflecting academic standards, bases his (her) instruction on ongoing assessment, and encourages students to monitor their own learning.

**BACHELOR’S IN ADOLESCENCE EDUCATION: ENGLISH, HISTORY, or MATH**

New York State HEGIS codes: 1501.00 (English), 2205.00 (History), 1701.00 (Math)

Estimated Program Costs: \$91,950\*

Average Debt Incurred: \$0\*

Normal Program Completion in Months: 45 months

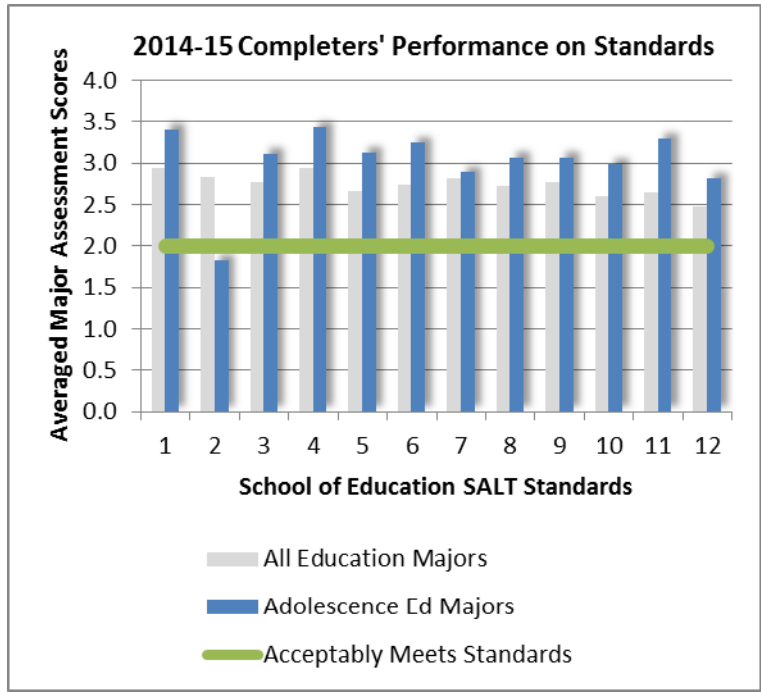
% of Students Who Completed Program in Normal Length: 100%

\*The campuses are a mixture of residential and non-residential students, so residential costs (room and board) have not been included in the calculations.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	3.4
Goal 2: Community	1.8
Goal 3: World	3.1
Goal 4: Disciplines	3.4
Goal 5: Theories	3.1
Goal 6: Connections	3.3
Goal 7: Vision	2.9
Goal 8: Communication	3.1
Goal 9: Professionalism	3.1
Goal 10: Plan	3.0
Goal 11: Strategy	3.3
Goal 12: Assessment	2.8



**BACHELOR’S IN CHILDHOOD EDUCATION**

New York State HEGIS code: 0802.00

Estimated Program Costs: \$91,950\*

Average Debt Incurred: \$21,862.50\*

Normal Program Completion in Months: 45 months

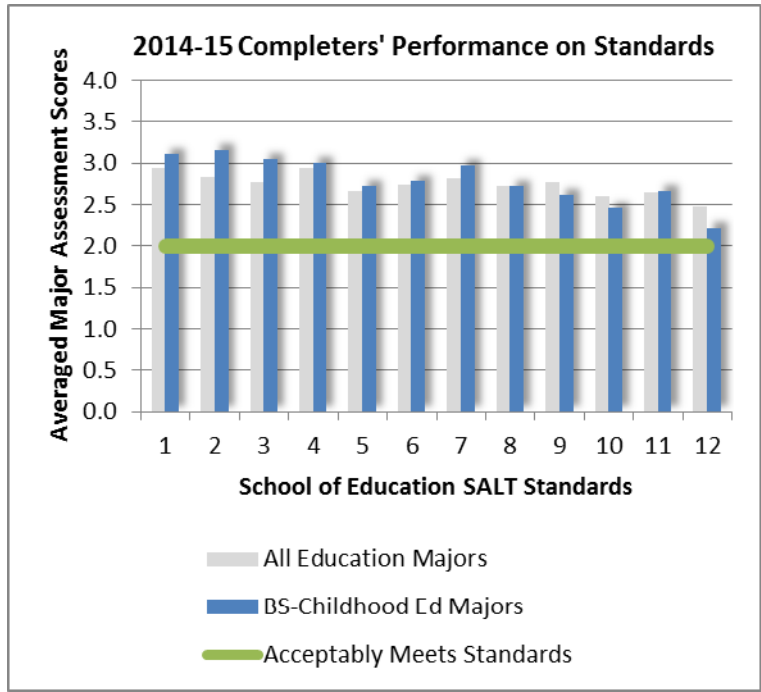
% of Students Who Completed Program in Normal Length: 67%

\*The campuses are a mixture of residential and non-residential students, so residential costs (room and board) have not been included in the calculations.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	3.1
Goal 2: Community	3.2
Goal 3: World	3.1
Goal 4: Disciplines	3.0
Goal 5: Theories	2.7
Goal 6: Connections	2.8
Goal 7: Vision	3.0
Goal 8: Communication	2.7
Goal 9: Professionalism	2.6
Goal 10: Plan	2.5
Goal 11: Strategy	2.7
Goal 12: Assessment	2.2



**BACHELOR'S IN EARLY CHILDHOOD EDUCATION**

New York State HEGIS code: 0823.00

There were no program completers during the 2014-15 academic year.

**BACHELOR’S IN EARLY CHILDHOOD-CHILDHOOD EDUCATION**

New York State HEGIS code: 0802.00

Estimated Program Costs: \$102,200\*

Average Debt Incurred: \$24,900\*

Normal Program Completion in Months: 52 months

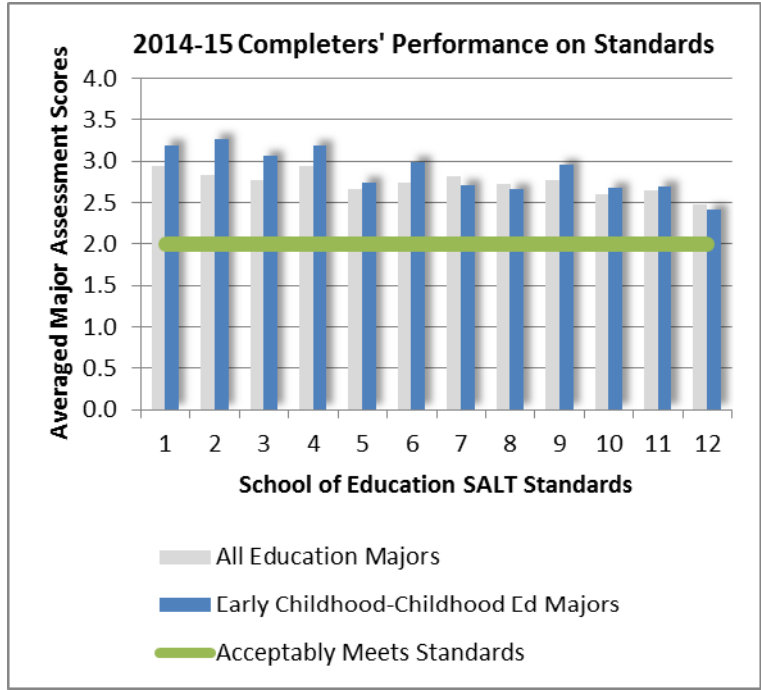
% of Students Who Completed Program in Normal Length: 80%

\*The campuses are a mixture of residential and non-residential students, so residential costs (room and board) have not been included in the calculations.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	3.2
Goal 2: Community	3.3
Goal 3: World	3.1
Goal 4: Disciplines	3.2
Goal 5: Theories	2.8
Goal 6: Connections	3.0
Goal 7: Vision	2.7
Goal 8: Communication	2.7
Goal 9: Professionalism	3.0
Goal 10: Plan	2.7
Goal 11: Strategy	2.7
Goal 12: Assessment	2.4



**BACHELOR’S IN ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

New York State HEGIS code: 1508.00

Estimated Program Costs: \$91,950\*

Average Debt Incurred: \$20,812\*

Normal Program Completion in Months: 45 months

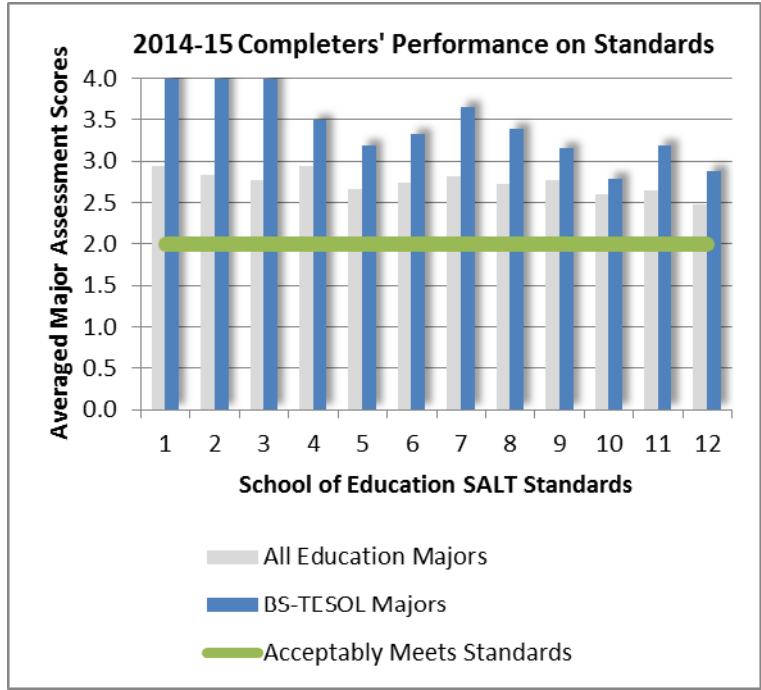
% of Students Who Completed Program in Normal Length: 100%

\*The campuses are a mixture of residential and non-residential students, so residential costs (room and board) have not been included in the calculations.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	4.0
Goal 2: Community	4.0
Goal 3: World	4.0
Goal 4: Disciplines	3.5
Goal 5: Theories	3.2
Goal 6: Connections	3.3
Goal 7: Vision	3.7
Goal 8: Communication	3.4
Goal 9: Professionalism	3.2
Goal 10: Plan	2.8
Goal 11: Strategy	3.2
Goal 12: Assessment	2.9



**MASTER'S IN CHILDHOOD EDUCATION**

New York State HEGIS code: 0802.00

There were no program completers during the 2014-15 academic year.



**MASTER’S IN CHILDHOOD SPECIAL EDUCATION**

New York State HEGIS code: 0808.00

Estimated Program Costs: \$24,550\*\*

Average Debt Incurred: \$17,021.43\*\*\*

Normal Program Completion in Months: 21 months

% of Students Who Completed Program in Normal Length: 100%

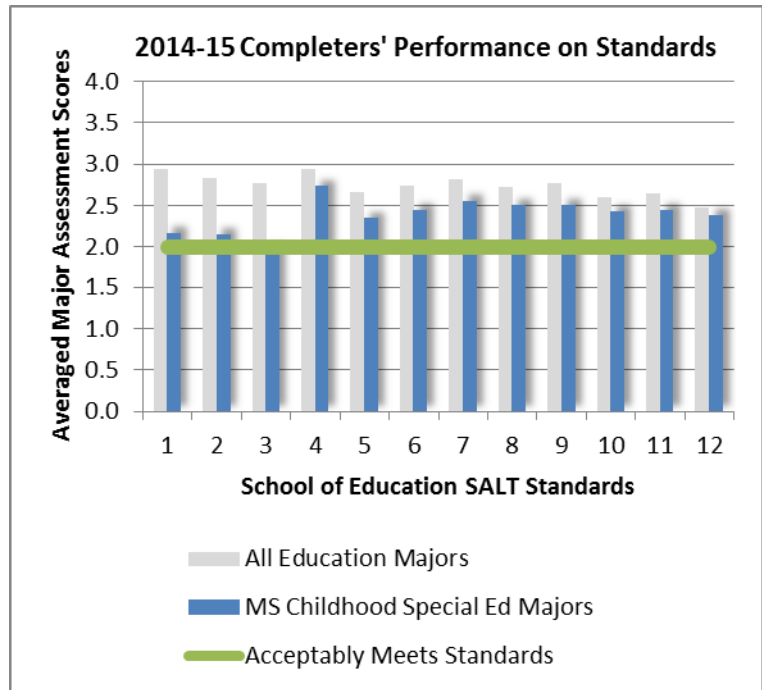
\*\*Graduate programs charge per credit; the number of credits for the specific program track varies.

\*\*\*The average debt incurred may include loan money borrowed by students for living expenses above and beyond the tuition and fees noted in the estimated program costs.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	2.2
Goal 2: Community	2.2
Goal 3: World	2.0
Goal 4: Disciplines	2.6
Goal 5: Theories	2.4
Goal 6: Connections	2.5
Goal 7: Vision	2.6
Goal 8: Communication	2.5
Goal 9: Professionalism	2.5
Goal 10: Plan	2.4
Goal 11: Strategy	2.5
Goal 12: Assessment	2.4



**BACHELOR’S & MASTER’S IN CHILDHOOD SPECIAL EDUCATION (5-year)**

New York State HEGIS code: 0808.00

Estimated Program Costs: \$108,450\*

Average Debt Incurred: \$0\*

Normal Program Completion in Months: 57 months

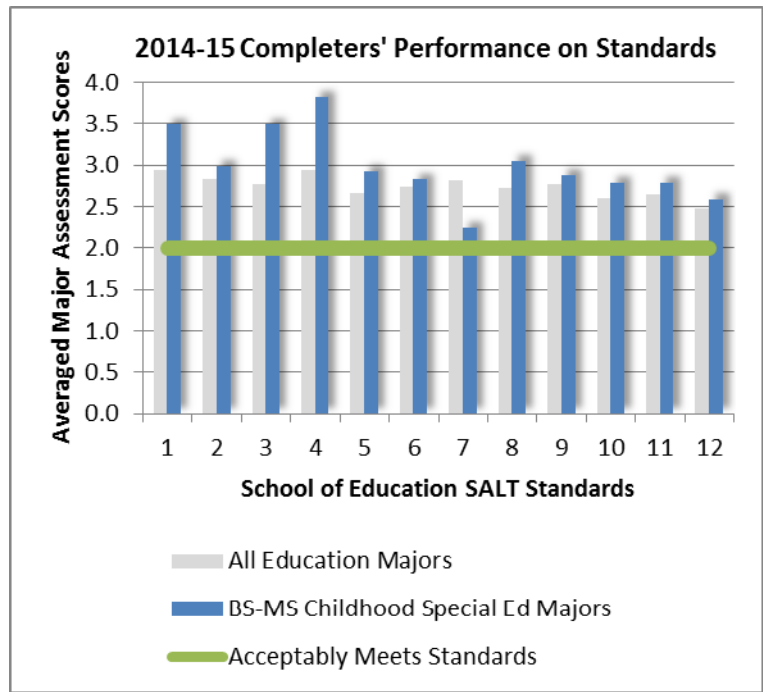
% of Students Who Completed Program in Normal Length: 50%

\*The campuses are a mixture of residential and non-residential students, so residential costs (room and board) have not been included in the calculations.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	3.5
Goal 2: Community	3.0
Goal 3: World	3.5
Goal 4: Disciplines	3.8
Goal 5: Theories	2.9
Goal 6: Connections	2.8
Goal 7: Vision	2.3
Goal 8: Communication	3.1
Goal 9: Professionalism	2.9
Goal 10: Plan	2.8
Goal 11: Strategy	2.8
Goal 12: Assessment	2.6



**MASTER’S IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

New York State HEGIS codes: Initial-, Additional-, and Non-Certification 1508.00

Estimated Program Costs: \$22,425\*\*

Average Debt Incurred: \$13,731.25\*\*\*

Normal Program Completion in Months: 21 months

% of Students Who Completed Program in Normal Length: 100%

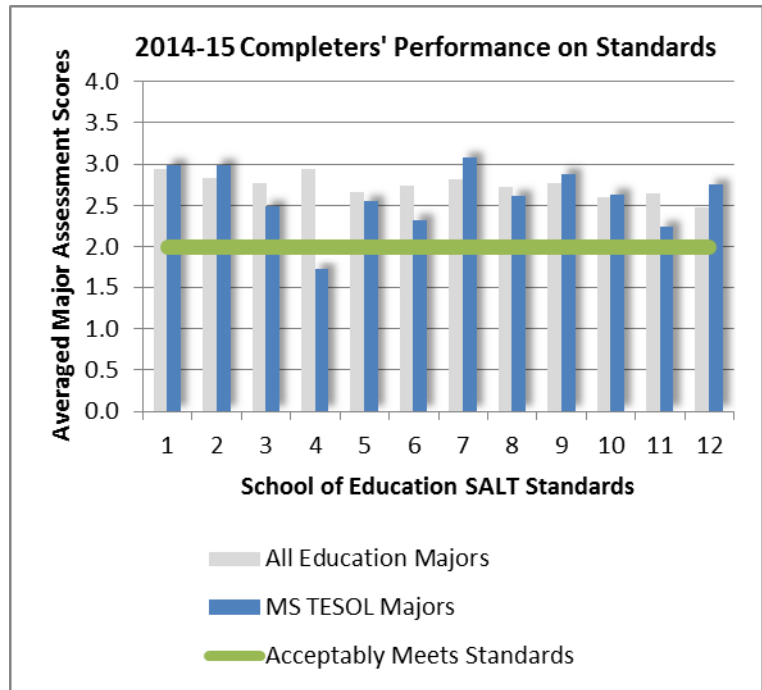
\*\*Graduate programs charge per credit; the number of credits for the specific program track varies.

\*\*\*The average debt incurred may include loan money borrowed by students for living expenses above and beyond the tuition and fees noted in the estimated program costs.

**Mean Scores on Direct Assessment Instruments (4 pt. scale)**

Assessment and scoring details are explained on page 1.

Goal 1: Individual	3.0
Goal 2: Community	3.0
Goal 3: World	2.5
Goal 4: Disciplines	1.7
Goal 5: Theories	2.6
Goal 6: Connections	2.3
Goal 7: Vision	3.1
Goal 8: Communication	2.6
Goal 9: Professionalism	2.9
Goal 10: Plan	2.6
Goal 11: Strategy	2.3
Goal 12: Assessment	2.8

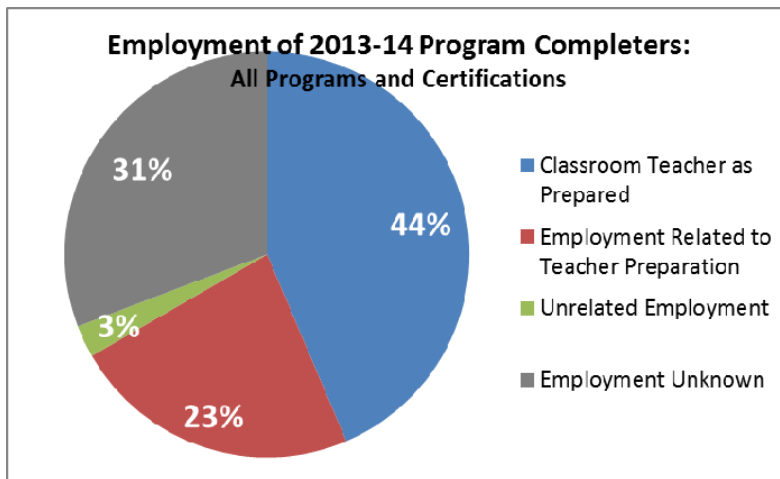


## ADDITIONAL CONSUMER INFORMATION

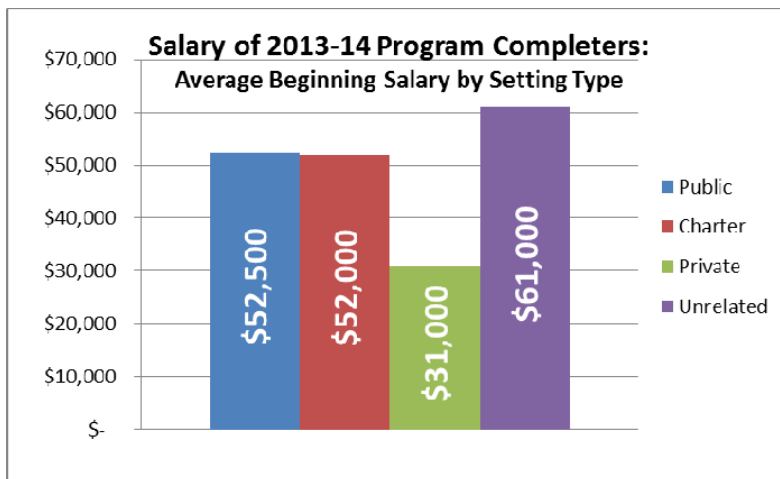
### School of Education Employment Statistics

The following graphs represent consumer information based on all School of Education graduates that completed teacher preparation programs in 2013-2014 (initial certification, additional certification, and non-certification programs). The following data is based on program completers' self-reported survey responses and their correspondence with faculty. Of the 39 program completers in the 2013-14 academic year, 27 candidates (70%) self-reported employment information and 12 (31%) also provided beginning salaries.

Placement patterns of program completers:



Average beginning salary of program completers by type of employment setting:



### **Institution 3-year Student Loan Default Rate**

The following data represents the Nyack College institutional 3-year student loan default rate as reported on <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>. The data is not specific to School of Education program completers:

- 2012 – 9.2%
- 2011 – 9.1%
- 2010 – 15.7%