

CAEP 5.4: Completer impact – Tracking and use of 8 Annual Measures

ANNUAL MEASURES: The eight Annual Measures required by CAEP 5.4 are provided online on the Education webpage: <https://www.bethanylb.edu/education-department-accreditation> Information accessible from the website documents indicators of performance of completers in the field, and evidence of performance of candidates as they complete preparation. The 2018 CAEP Handbook lists these measures:

1. Evidence of completer impact on P-12 student learning and development
2. Indicators of teaching effectiveness, observation instruments, and student surveys
3. Employer satisfaction and completer persistence
4. Completer satisfaction
5. Completer or graduation rate
6. Licensure/certification rate
7. Employment rate
8. Consumer Information

The EPP provided summaries of the annual measures including analyzing and comparing data, and identifying changes made in the program or curriculum connected to the evidence, and future directions. All measures are publicly shared on the website.

Impact Measure #1. Impact on P-12 learning and development (Component 4.1)

Kansas Horizon Award Program recognizes outstanding first-year teachers in school districts in Kansas. Since 2012, five Bethany College graduates have been selected for the Kansas Horizon Award, demonstrating a high level of P-12 impact on learning and development, and effectiveness in teaching. Throughout the teacher education program, they had high GPAs. Many of them were selected as Kansas Teachers of Promise. Following graduation, they obtained high PRAXIS and PLT scores.

The Kansas Teacher of the Year program recognizes one recipient and seven regional finalists each year. In 2023, Gretchen Elliot, an art teacher at Smoky Valley High School and Bethany College alum, was recognized as a Kansas Teacher of the Year finalist.

The 2024-2025 cohort (N=16) had a final cumulative GPA of 3.69, well above the required 2.75. See the below table.

Completer Year	Minimum GPA for completion	Total Average GPA for completers	GPA by Racial disaggregation				GPA by Gender disaggregation		
			White	Hispanic/Latino	Black	Non-reported	Male	Female	Other
2024-2025	2.75	3.69	3.69 n=14	** n=1	** n=1	* n=0	3.31 n=3	3.8 n=13	* n=0
2023-2024	2.75	3.6 N=7	3.55 n=6	** n=1	* n=0	* n=0	3.2 n=2	3.8 n=5	* n=0
2022-2023	2.75	3.3 N=17	3.43 n=15	3.2 n=2	* n=0	* n=0	3.48 n=4	3.38 n=13	* n=0

* No data available

** Data need not be provided due to a small sample size.

The EPP believes there is a correlation between teachers' academic achievement and strengths in content knowledge and pedagogy leading to having an impact on students' learning and development. Major program revisions were done in 2017-2018 that connected to bolstering content knowledge and pedagogical experiences of our candidates. The **Record of Teacher Education Program Changes** document reports a review of key assessments for content validity from EDT, TEC and Advisory Council input. There were also revisions done on education courses and field experiences, as well as a new Teacher Work Sample to improve the overall quality of candidates' skills and proficiencies.

Qualitative Case Study: Social Emotional Learning in the Classroom (2018-2019) was completed by the Education Department through the Partners in Scholarship research program. The case study involved interviewing 14 alumni participants and exploring the relationship of teacher impact (4.1), teaching effectiveness (4.2), and completer satisfaction (4.4) through implementation of Social Emotional Learning (SEL) in the classroom. The study is shared on the Bethany website under “Points of Pride”, <https://www.bethanylb.edu/academics/areas-of-study/education/> and has been presented at the biannual Education Advisory Council meetings with stakeholders, and with teacher-student discussion panels, and with community groups.

“The findings were that **Social Emotional Learning had a positive impact on students, which benefited their social skills and learning.** Recurring themes were identified that connected SEL methods to students’ ability to build relationships, find belonging through community, and develop communication skills and self-awareness, **which increased an optimal environment for learning and understanding others**” ...

“Participants indicated that **SEL positively impacted students’ overall growth**, and also made the teachers feel more satisfied with their teaching” (p.5). “All participants viewed SEL methods as being effective to students and overall learning in some way” (p.24). Social Emotional Learning is viewed as a high priority in Kansas and “...foundational to student success in school and life, and important for schools to measure the social-emotional development of students, just as academic development is measured.” (Kansas Vision for Education, 2020, p.16) In the interview, two specific questions addressing the impact on students in the classroom were asked of 14 participants who taught elementary, middle level, and high school. “Qualitative research methods include using primary data sources such as interviews, personal observations, and the interpretation of the data and documents” (Yin, 2011).

The EPP maintains that an impact on learning is directly proportional to the development of the whole child and their learning environment. Learning can be positively shaped by SEL, as this study demonstrates, and consequently impacts academic performance. Simply put, social skills and academic skills work together (p.15). In this case study teachers gave specific evidence of students’ overall growth due to SEL implementation:

The EPP acted on input and advice from the Advisory Council and explored the trend emerging in education which emphasized Social Emotional Learning and began to modify the curriculum. Professional Education workshops and training were put into place focusing on SEL. Preservice teachers have developed an Education Club (2020) to foster community and belonging.

The EPP initiated a survey in 2021 for Bethany teaching graduates identified as 1st and 3rd year completers. The participants will provide quantitative evidence of CAEP 4.1 (Impact on P-12 learning and development) with an expected value-measured level of student learning-growth. Participants will select an objective(s) and lesson(s) and provide evidence of impact on learning by using a modified version of TWS Tasks 3, 4, and 7: Instructional Planning Unit, Assessment, and Analysis of Student Learning. The Education Department Chair and Teacher Education Coordinators committee will collaborate on forming and administering the survey and reporting the data.

Impact Measure # 2. Indicators of teaching effectiveness (Component 4.2)

ADMINISTRATOR SURVEY: SATISFACTION OF EMPLOYERS, R4.2

The Administrator Survey was developed by the Teacher Education Coordinators and the Education Advisory Council in Fall of 2019. This survey provided evidence emphasizing CAEP Standard 4.3 on the satisfaction of employers. The Administrator Survey was administered in March 2022 via Microsoft Survey Forms. The Chair of the Education Department and the Licensure Officer and Placement Coordinator compiled contact information of administrators in districts where completers from the last 5 years taught.

In 2025-2026, eight administrators (who supervised 20+ Bethany alumni teachers) participated in the survey. Elementary, middle school, and high school areas were represented.

Survey Validity: The Education Department Team initially developed 31 potential survey questions aligned to program outcomes and competencies on the Student Teaching Evaluation. The questions were written clearly, collaboratively, and avoided bias. The Advisory Council used Lawshe’s method to assess each item as “essential”, “important but not essential”, or “not essential.” The “essential” ratings were then measured on a 5-point Likert scale to rate the understandability and clarity of the language of each of the survey items. These “essential” items were narrowed to a list of 15. At the following meeting, Teacher Education Coordinators committee members (a panel of 10 experts) employed Lawshe’s Method of Content Validity and used a Likert scale to evaluate the remaining 15 items. The survey questions were finalized to 10 items with two open-ended optional questions. The Administrator Survey resulted in a CVI total of 0.88, which met the critical value of .800 for Content Validity. As a result of this process, the EPP is confident that the content of this survey is significant for data analysis.

Rationale for Data Elements: All survey questions were specific in addressing professional knowledge, skills, and dispositions that corresponded with teaching effectiveness, interacting with diverse learners, and working with colleagues and others. The survey questions correlated with CAEP standards and the EPP’s program outcomes.

Knowledge Base: (Questions) #1 Content, #3 Technology, #7 Respects Diverse Learners

Teaching Strategies & Applications: (Questions) #2 Strategies, #4 Instruction, #5 Assessment, #6 Classroom Environment

Professional Attitudes & Values: (Questions) #8 Classroom Management, #9 Relationships, #10 Professional Responsibilities

The survey questions were formatted on a 5-point Likert scale for quantitative data analysis, (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree) and to measure the degree to which employers perceived Bethany completers’ preparation as sufficient for their job responsibilities.

Survey directions: *“As an employer of a graduate of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your satisfaction with Bethany graduate teachers in your employment. Your responses will remain anonymous.”*

The survey prompt for Administrators was *“Bethany’s teacher graduates are sufficient in their job responsibilities and performance as shown by their abilities to... “*

1. Give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills, or techniques.
2. Use a variety of strategies for critical and creative thinking, problem solving, and skill development.
3. Implement technology and relevant resources that expand or deepen learning experiences.
4. Use learning objectives and standards to plan instruction that is developmentally appropriate and challenging.

5. Assess learners in various ways to check for student understanding, measure progress, and inform instruction.
6. Develop an inclusive, safe, and respectful environment that supports students' well-being and learning.
7. Show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.
8. Use effective classroom management strategies that reinforce and address learner behavior and self-regulation.
9. Build relationships through positive interactions with students, colleagues, administrators, staff, and parents.
10. Fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth.
11. (Text response) Of the Bethany teaching graduates in your employment, how many years have they taught in your school?
12. (Text response) What grade level or subject areas are they teaching?

Results: Administrator Survey

Knowledge Base (#1, 3, and 7)

- 100% of respondents agreed or strongly agreed that Bethany alumni give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.
- 100% of respondents agreed or strongly agreed that Bethany alumni implement technology, and relevant resources that expand or deepen learning experiences.
- 100% of respondents agreed or strongly agreed that Bethany alumni show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.

Teaching Strategies & Applications (#2, 4, 5, and 6)

- 88% of respondents agreed or strongly agreed that Bethany alumni use a variety of strategies for critical and creative thinking, problem solving, and skill development. One participant (17% responded "neutral").
- 88% of respondents agreed or strongly agreed that Bethany alumni use learning objectives and standards to plan instruction that are developmentally appropriate and challenging. One participant (17% responded "neutral").
- 100% of respondents agreed or strongly agreed that Bethany alumni assess learners in various ways to check for student understanding, measure progress, and inform instruction.
- 100% of respondents agreed or strongly agreed that Bethany alumni develop an inclusive, safe, and respectful environment that supports student well-being and learning.

Professional Attitudes & Values (#8, 9, and 10)

- 75% of respondents agreed or strongly agreed that Bethany alumni use effective classroom management strategies that reinforce and address learner behavior and self-regulation. Two participants (25%) responded "neutral".
- 100% of respondents agreed or strongly agreed that Bethany alumni build relationships through positive interactions with students, colleagues, administrators, staff, and parents.

- 75% of respondents agreed or strongly agreed that Bethany alumni fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth. Two participants (25%) responded “neutral”.

See 2026 Education Surveys on the Education website:

<https://www.bethanylb.edu/education-department-accreditation>

1st year and 3rd Year Teachers Alumni Survey

The 1st and 3rd Year Teachers Alumni Survey was developed in response to feedback from the EPP’s accreditation review to address CAEP 4.1- Completer Effectiveness and provide quantitative data. Teacher Education Coordinator members took part in a Lawshe’s content validity method assessment for the 1st year and 3rd Year Teachers Alumni Survey. The results were tabulated on a Microsoft form and reviewed. Responses reflected grades K-5th, 7th and 8th. Subjects include Math, Music, and Social Studies as well as academic advising and Special Education.

The survey was sent out in January-March 2025 to seven first year-teaching graduates from the 2023-2024 cohort. Three of those seven responded. The survey requested the teachers to select learning objectives and an instructional unit they taught that was appropriate to their teaching area and provide quantitative evidence showing their effectiveness and impact on P-12 student learning. The survey questions correlated with three modified versions of Bethany’s Teacher Work Sample Tasks required in Clinical Practice showing preparations for learning and teaching: (TWS Task 3) **Instructional Unit and Objectives**, (Task 4) **Assessment**, and (Task 7) **Analysis of Student Learning**.

1st year and 3rd Year Teachers Alumni Survey

Teacher Education Coordinator members took part in a Lawshe’s content validity method assessment for the 1st year and 3rd Year Teachers Alumni Survey.

Survey Validity – 1st year and 3rd Year Teachers Alumni Survey

The 1st and 3rd Year Teachers Alumni Survey were developed in March of 2021 by the Education Department Team as a response to feedback from the EPP’s accreditation review to address CAEP 4.1- Completer Effectiveness and provide quantitative data. The Teacher Education Coordinators employed Lawshe’s Method of Content Validity in a digital survey form. The Education Department Team drafted the initial survey questions to correlate with Bethany’s Teacher Work Sample Tasks: Instructional Unit, Assessment, and Analysis of Student Learning.

There were 10 TEC members who rated the content validity of the proposed survey questions by using Lawshe’s Method. Each survey question was rated by the “need” or “importance” of that item and valued as: “Essential”, “Useful but not essential”, or “Not Necessary.”) The survey was refined to 10 questions utilizing a 5-point Likert Scale for responses: (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree.) The 1st and 3rd Year Teachers Survey met the critical value of .800 for Content Validity, which is acceptable.

Rationale for Data Elements: First and Third Year graduates are surveyed regarding the EPP’s ability to prepare them for a career in education. Targeted aspects of preparation include content knowledge, critical thinking skills, implementation of technology, the use of objectives and standards, assessment, the ability to create a safe learning environment, the ability to work with

diverse populations of students, classroom management, responsibility, and the ability to create professional relationships. All questions are related to the Bethany College student teaching evaluation. The resulting data provide useful feedback to the EPP regarding its effectiveness in preparing candidates. The survey was first conducted for the 2019-2020 alumni cohort. The EPP will continue to survey its first and third teachers, thus providing longitudinal data of its completers' progress from student teaching through the third-year teaching.

1st Year Teachers Alumni Survey

The survey was sent out in January-May 2026 to 16 first year-teaching graduates from the 2024-2025 cohort. There were four first-year teachers who responded to this survey. One taught 5-12. Two taught 9-12. One taught in an elementary classroom. Content areas represented by the respondents included PE/Health, Vocal Music, and Art.

Interpretation of Data: 1st Year Teachers Alumni Survey

Evidence that 1st year teachers **effectively contributed to P-12 student-learning and growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** was shown by:

- 50% strongly agreed and 50% agreed that they gave accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.
- 50% strongly agreed and 50% agreed that they use a variety of strategies for critical and creative thinking, problem solving, and skill development.
- 50% strongly agreed and 50% agreed that they implemented technology, and relevant resources that expanded or deepened learning experiences.
- 75% strongly agreed and 25% agreed that they used learning objectives and standards to plan instruction that were developmentally appropriate and challenging.
- 75% strongly agreed and 25% agreed that they assessed learners in various ways to check for student understanding, measure progress, and inform instruction.
- 100% strongly agreed that they developed an inclusive, safe, and respectful environment that supports student well-being and learning.
- 75% strongly agreed and 25% agreed that they showed unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.
- 25% strongly agreed and 25% agreed that they used effective classroom management strategies that reinforced and addressed learner behavior and self-regulation. 25% responded “neutral”, and 25% responded “disagree”.
- 75% strongly agreed and 25% agreed that they built relationships through positive interactions with students, colleagues, administrators, staff, and parents.
- 75% strongly agreed and 22% agreed that they fulfilled responsibilities by being dependable, prepared, reflective, and engaged in professional growth.

3rd Year Teachers Alumni Survey

The survey was sent out in January-May 2026 to 16 third year-teaching graduates from the 2022-2023 cohort. There were 4 third-year teachers who responded to this survey. One additional alumnus responded who has not taught. Reported areas of teaching were high school math, 6-12 (unspecified content), 1st grade, and 2nd grade. The survey requested the 3rd year teachers to reflect on their teacher education program experience and how well they were prepared for their role. Their self-evaluation was based on the Bethany College student teaching evaluation.

The survey prompt was:

“As an Alumni of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your teacher education program experience, and how well you were prepared for your teaching role. Your responses will remain anonymous.”

Interpretation of Data: 3rd Year Teachers Alumni Survey

Evidence that 3rd year teachers **effectively contributed to P-12 student-learning and growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** was shown by:

- 20% agreed that they gave accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques. 80% responded “neutral”.
- 20% strongly agreed and 60% agreed that they use a variety of strategies for critical and creative thinking, problem solving, and skill development. 20% responded “disagree”.
- 80% agreed that they implemented technology, and relevant resources that expanded or deepened learning experiences. 20% responded “disagree”.
- 20% agreed that they used learning objectives and standards to plan instruction that were developmentally appropriate and challenging. 60% responded “neutral”. 20% responded “disagree”.
- 20% strongly agreed and 40% agreed that they assessed learners in various ways to check for student understanding, measure progress, and inform instruction. 20% responded “neutral”.
- 20% strongly agreed and 20% agreed that they developed an inclusive, safe, and respectful environment that supports student well-being and learning. 40% responded “neutral” and 20% responded “strongly disagree”.
- 60% strongly agreed and 20% agreed that they showed unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status. 20% responded “neutral”.
- 40% agreed that they used effective classroom management strategies that reinforced and addressed learner behavior and self-regulation. 20% responded “neutral”, 20% responded “disagree”, and 20% responded “strongly disagree”.

- 20% strongly agreed and 20% agreed that they built relationships through positive interactions with students, colleagues, administrators, staff, and parents. 20% responded “neutral” and 40% responded “disagree”.
- 40% strongly agreed and 40% agreed that they fulfilled responsibilities by being dependable, prepared, reflective, and engaged in professional growth. 20% responded “disagree”.

2025-2026 Education survey results are on the Education website:

<https://www.bethanylb.edu/education-department-accreditation>

Qualitative Case Study: Social Emotional Learning in the Classroom (2018-2019) was completed by the Education Department through the Partners in Scholarship research program. The case study involved interviewing 14 alumni participants and **gave evidence of teaching effectiveness (4.2)** through implementation of Social Emotional Learning (SEL) in the classroom. The study is shared on the Bethany website <https://www.bethanylb.edu/academics/areas-of-study/education/> and has been presented at the biannual Education Advisory Council meetings with stakeholders, and with teacher-student discussion panels, and with community groups. “The findings were that Social Emotional Learning had a positive impact on students, which benefited their social skills and learning. Recurring themes were identified that connected SEL methods to students’ ability to build relationships, find belonging through community, and develop communication skills and self-awareness, which increased an optimal environment for learning and understanding others” ... “Participants indicated that SEL positively impacted students’ overall growth, and **also made the teachers feel more satisfied with their teaching” (p.5). “All participants viewed SEL methods as being effective to students and overall learning in some way” (p.24).**

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

Bethany College prepared 16 teacher education completers in 2024-25 in various content areas. By major, they included:

Elementary Education: 5
 Art: 2
 Health/PE: 5
 Music (vocal): 2
 English/Language Arts: 1
 Biology: 1

2024-2025 Employment/Licensure Data: In this cohort, 15 out of 16, or 94%, were hired for teaching positions. A final licensure report for 2024-2025 academic year for the 16 completers is found on the Bethany education website.

Completer Group	N completed	# Employed in Education	%	# Unknown	Unknown %	Employed in jobs they were prepared for
2024-2025	n = 16	15	94%	1	6%	15 out of 16 in teaching jobs

Education Department research from 2018 revealed that **604** Bethany graduates were still teaching in districts throughout Kansas. The largest group of 200 was teaching in north central Kansas, and 154

Bethany teachers were located in three southcentral areas combined. These regions correlate with several partnering districts that often work with Bethany Education Department in the placement of student teachers. The research included graduates as early as 1972 to those hired in 2017 per resources available at the time.

The Kansas Horizon Award Program recognizes outstanding first-year teachers in school districts in Kansas. Since 2012, five Bethany alums have been recognized as Kansas Horizon Award recipients, marking an employment milestone, and indicating a high level of P-12 impact on learning and development, and effectiveness in teaching.

Bethany College publicizes information on its electronic newsletter to celebrate former teaching graduates on achievements such as being a Horizon Award Program. The *Bethany Teaching Graduates* social media Facebook page also publicizes awards, honors, and accomplishments of alum to show pride and connect to Bethany's teacher education program preparation.

ADMINISTRATOR SURVEY: SATISFACTION OF EMPLOYERS, R4.2

The Administrator Survey was developed by the Teacher Education Coordinators and the Education Advisory Council in Fall of 2019. This survey provided evidence emphasizing CAEP Standard 4.3 on the satisfaction of employers. The Administrator Survey was administered in March 2022 via Microsoft Survey Forms. The Chair of the Education Department and the Licensure Officer and Placement Coordinator compiled contact information of administrators in districts where completers from the last 5 years taught.

In 2026, eight administrators (who supervised 20+ Bethany alumni teachers) participated in the survey. Elementary, middle school, and high school areas were represented.

Survey Validity: The Education Department Team initially developed 31 potential survey questions aligned to program outcomes and competencies on the Student Teaching Evaluation. The questions were written clearly, collaboratively, and avoided bias. The Advisory Council used Lawshe's method to assess each item as "essential", "important but not essential", or "not essential." The "essential" ratings were then measured on a 5-point Likert scale to rate the understandability and clarity of the language of each of the survey items. These "essential" items were narrowed to a list of 15. At the following meeting, Teacher Education Coordinators committee members (a panel of 10 experts) employed Lawshe's Method of Content Validity and used a Likert scale to evaluate the remaining 15 items. The survey questions were finalized to 10 items with two open-ended optional questions. The Administrator Survey resulted in a CVI total of 0.88, which met the critical value of .800 for Content Validity. As a result of this process, the EPP is confident that the content of this survey is significant for data analysis.

Rationale for Data Elements: All survey questions were specific in addressing professional knowledge, skills, and dispositions that corresponded with teaching effectiveness, interacting with diverse learners, and working with colleagues and others. The survey questions correlated with CAEP standards and the EPP's program outcomes.

Knowledge Base: (Questions) #1 Content, #3 Technology, #7 Respects Diverse Learners

Teaching Strategies & Applications: (Questions) #2 Strategies, #4 Instruction, #5 Assessment, #6 Classroom Environment

Professional Attitudes & Values: (Questions) #8 Classroom Management, #9 Relationships, #10 Professional Responsibilities

The survey questions were formatted on a 5-point Likert scale for quantitative data analysis, (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree) and to measure the degree to which employers perceived Bethany completers' preparation as sufficient for their job responsibilities.

Survey directions: *“As an employer of a graduate of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your satisfaction with Bethany graduate teachers in your employment. Your responses will remain anonymous.”*

The survey prompt for Administrators was *“Bethany’s teacher graduates are sufficient in their job responsibilities and performance as shown by their abilities to... “*

1. Give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills, or techniques.
2. Use a variety of strategies for critical and creative thinking, problem solving, and skill development.
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4. Use learning objectives and standards to plan instruction that is developmentally appropriate and challenging.
5. Assess learners in various ways to check for student understanding, measure progress, and inform instruction.
6. Develop an inclusive, safe, and respectful environment that supports students’ well-being and learning.
7. Show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.
8. Use effective classroom management strategies that reinforce and address learner behavior and self-regulation.
9. Build relationships through positive interactions with students, colleagues, administrators, staff, and parents.
10. Fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth.
11. (Text response) Of the Bethany teaching graduates in your employment, how many years have they taught in your school?
12. (Text response) What grade level or subject areas are they teaching?

Results: Administrator Survey

Knowledge Base (#1, 3, and 7)

- 100% of respondents agreed or strongly agreed that Bethany alumni give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.
- 100% of respondents agreed or strongly agreed that Bethany alumni implement technology, and relevant resources that expand or deepen learning experiences.

- 100% of respondents agreed or strongly agreed that Bethany alumni show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.

Teaching Strategies & Applications (#2, 4, 5, and 6)

- 88% of respondents agreed or strongly agreed that Bethany alumni use a variety of strategies for critical and creative thinking, problem solving, and skill development. 12% responded “neutral.”
- 88% of respondents agreed or strongly agreed that Bethany alumni use learning objectives and standards to plan instruction that are developmentally appropriate and challenging. 12% responded “neutral.”
- 100% of respondents agreed or strongly agreed that Bethany alumni assess learners in various ways to check for student understanding, measure progress, and inform instruction.
- 100% of respondents agreed or strongly agreed that Bethany alumni develop an inclusive, safe, and respectful environment that supports student well-being and learning.

Professional Attitudes & Values (#8, 9, and 10)

- 75% of respondents agreed or strongly agreed that Bethany alumni use effective classroom management strategies that reinforce and address learner behavior and self-regulation. 25% responded “neutral”.
- 100% of respondents agreed or strongly agreed that Bethany alumni build relationships through positive interactions with students, colleagues, administrators, staff, and parents.
- 75% of respondents agreed or strongly agreed that Bethany alumni fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth. 25% responded “neutral.”

See 2024 Education Surveys on the Education website:

<https://www.bethanylb.edu/education-department-accreditation>

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

604 Bethany Teachers in Kansas: Bethany College Education Department Research (2017-2018) The retention of Bethany teachers in Kansas was shown by extensive research that resulted in a vast amount of data for the education program. This is an indication of the satisfaction of over 600 Bethany completers who continue to teach in Kansas (4.4) and the ability of completers to be hired, as early as 1972 graduates to those hired in 2017.

Evidence linked to the program shows long-lasting professional relationships forged between partnering schools and the college for field experiences, student teaching placements, and by some alumni who now serve as cooperating teachers for Bethany’s program or are adjuncts teaching education courses for Bethany.

Qualitative Case Study: Social Emotional Learning in the Classroom (2018-2019) was completed by the Education Department through the Partners in Scholarship research program. The case study involved interviewing 14 alumni participants and exploring the relationship of teacher impact (4.1), teaching effectiveness (4.2), and completer satisfaction (4.4) through implementation of Social Emotional Learning (SEL) in the classroom. The study is shared on the Bethany website under “Points of Pride”, <https://www.bethanylb.edu/academics/areas-of-study/education/> and has been presented at the biannual Education Advisory Council meetings with stakeholders, and with teacher-student discussion panels, and with community groups.

“The findings were that Social Emotional Learning had a positive impact on students, which benefited their social skills and learning. Recurring themes were identified that connected SEL methods to students’ ability to build relationships, find belonging through community, and develop communication skills and self-

awareness, which increased an optimal environment for learning and understanding others” ... **“Participants indicated that SEL positively impacted students’ overall growth, and also made the teachers feel more satisfied with their teaching”** (p.5).

The EPP acted on input and advice from the Advisory Council and explored the trend emerging in education which emphasized Social Emotional Learning. This is also connected to the program’s 5-year Goals and social emotional initiatives. The EPP has incorporated social emotional learning strategies into the preservice curriculum and has continued to expand SEL in initiatives such as the development of an Education Club.

1st year and 3rd Year Teachers Alumni Survey

Teacher Education Coordinator members took part in a Lawshe’s content validity method assessment for the 1st year and 3rd Year Teachers Alumni Survey.

Survey Validity – 1st year and 3rd Year Teachers Alumni Survey

The 1st and 3rd Year Teachers Alumni Survey were developed in March of 2021 by the Education Department Team as a response to feedback from the EPP’s accreditation review to address CAEP 4.1- Completer Effectiveness and provide quantitative data. The Teacher Education Coordinators employed Lawshe’s Method of Content Validity in a digital survey form. The Education Department Team drafted the initial survey questions to correlate with Bethany’s Teacher Work Sample Tasks: Instructional Unit, Assessment, and Analysis of Student Learning. There were 10 TEC members who rated the content validity of the proposed survey questions by using Lawshe’s Method. Each survey question was rated by the “need” or “importance” of that item and valued as: “Essential”, “Useful but not essential”, or “Not Necessary.”) The survey was refined to 10 questions utilizing a 5-point Likert Scale for responses: (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree.) The 1st and 3rd Year Teachers Survey met the critical value of .800 for Content Validity, which is acceptable.

Rationale for Data Elements: By aligning survey questions with the Teacher Work Sample Tasks, the survey provided value-based measurements of student growth and development that the preparation experiences were designed to achieve. The survey was first conducted for the 2019-2020 alumni cohort. The EPP will continue to survey its first and third teachers, thus providing longitudinal data of its completers’ progress from student teaching through the third-year teaching.

1st Year Teachers Alumni Survey

The survey was sent out in January-May 2026 to 16 first year-teaching graduates from the 2024-2025 cohort. There were four first-year teachers who responded to this survey. One taught 5-12. Two taught 9-12. One taught in an elementary classroom. Content areas represented by the respondents included PE/Health, Vocal Music, and Art.

Interpretation of Data: 1st Year Teachers Alumni Survey

Evidence that 1st year teachers **effectively contributed to P-12 student-learning and growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** was shown by:

- 50% strongly agreed and 50% agreed that they gave accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.

- 50% strongly agreed and 50% agreed that they use a variety of strategies for critical and creative thinking, problem solving, and skill development.
- 50% strongly agreed and 50% agreed that they implemented technology, and relevant resources that expanded or deepened learning experiences.
- 75% strongly agreed and 25% agreed that they used learning objectives and standards to plan instruction that were developmentally appropriate and challenging.
- 75% strongly agreed and 25% agreed that they assessed learners in various ways to check for student understanding, measure progress, and inform instruction.
- 100% strongly agreed that they developed an inclusive, safe, and respectful environment that supports student well-being and learning.
- 75% strongly agreed and 25% agreed that they showed unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.
- 25% strongly agreed and 25% agreed that they used effective classroom management strategies that reinforced and addressed learner behavior and self-regulation. 25% responded “neutral”, and 25% responded “disagree”.
- 75% strongly agreed and 25% agreed that they built relationships through positive interactions with students, colleagues, administrators, staff, and parents.
- 75% strongly agreed and 22% agreed that they fulfilled responsibilities by being dependable, prepared, reflective, and engaged in professional growth.

Impact Measure #5. Graduation Rates

Grade Point Averages. GPAs are recorded and monitored by the LOPC three different times during the program per transition point criteria: 1) Admission to the program 2) Admission to Clinical Practice 3) Completion of the Teaching Program. The 2024-2025 completers (n=16) had a mean GPA of 3.69.

The EPP believes there is a correlation between maintaining high academic performance as seen in GPAs and graduation rates, and the EPP’s completers regularly exceed the minimum GPA of 2.75 for admission to the program, admission to clinical practice, and completion of the teaching program. Additionally, the EPP requires a 2.5 GPA to enroll in ED200, the EPP’s primary field experience course.

A document called **Bethany College Consumer Information** is also on the public Education Department website. It shows a range of information including the average cost of attendance at the EPP, the rate of students receiving financial aid, and the number of graduates and program completers. In 2024-2025, the EPP saw 16 completers, 15 of which obtained a teaching position. The complete document is available at: <https://www.bethanylb.edu/education-department-accreditation>

3rd Year Teachers Alumni Survey

The survey was sent out in January-May 2026 to 16 third year-teaching graduates from the 2022-2023 cohort. There were 4 third-year teachers who responded to this survey. One additional alumnus responded who has not taught. Reported areas of teaching were high school math, 6-12 (unspecified content), 1st grade, and 2nd grade. The survey requested the 3rd year teachers to reflect on their teacher education program experience and how well they were prepared for their role. Their self-evaluation was based on the Bethany College student teaching evaluation.

The survey prompt was:

“As an Alumni of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your teacher education program experience, and how well you were prepared for your teaching role. Your responses will remain anonymous.”

Interpretation of Data: 3rd Year Teachers Alumni Survey

Evidence that 3rd year teachers **effectively contributed to P-12 student-learning and growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** was shown by:

- 20% agreed that they gave accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques. 80% responded “neutral”.
- 20% strongly agreed and 60% agreed that they use a variety of strategies for critical and creative thinking, problem solving, and skill development. 20% responded “disagree”.
- 80% agreed that they implemented technology, and relevant resources that expanded or deepened learning experiences. 20% responded “disagree”.
- 20% agreed that they used learning objectives and standards to plan instruction that were developmentally appropriate and challenging. 60% responded “neutral”. 20% responded “disagree”.
- 20% strongly agreed and 40% agreed that they assessed learners in various ways to check for student understanding, measure progress, and inform instruction. 20% responded “neutral”.
- 20% strongly agreed and 20% agreed that they developed an inclusive, safe, and respectful environment that supports student well-being and learning. 40% responded “neutral” and 20% responded “strongly disagree”.
- 60% strongly agreed and 20% agreed that they showed unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status. 20% responded “neutral”.
- 40% agreed that they used effective classroom management strategies that reinforced and addressed learner behavior and self-regulation. 20% responded “neutral”, 20% responded “disagree”, and 20% responded “strongly disagree”.

- 20% strongly agreed and 20% agreed that they built relationships through positive interactions with students, colleagues, administrators, staff, and parents. 20% responded “neutral” and 40% responded “disagree”.
- 40% strongly agreed and 40% agreed that they fulfilled responsibilities by being dependable, prepared, reflective, and engaged in professional growth. 20% responded “disagree”.

2025-2026 Education survey results are on the Education website:

<https://www.bethanylb.edu/education-department-accreditation>

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

Title II reports from the last 3 years are posted on the Education Department website for public review of data. Below are the EPP’s licensure pass rates.

Program Completers	Number taking tests	Number passing tests	Pass Rate %
2024-2025	15	13	87%
2023-2024	6	*	*
2022-2023	15	12	80%
2021-2022	17	11	65%
2020-2021	17	12	71%
2019-2020	14	14	100%

*Due to the small cohort size, this data was not released by ETS.

PRAXIS Test Name	Test takers	# Pass	Pass Rate
Art: Content Knowledge (5134)	2	*	*
Elem Ed: CKT Mathematics Subtest (7813/2813)	2	*	*
Elem Ed: CKT Mathematics Subtest (7813/2813)	2	*	*
Elem Ed: CKT Reading/Lang Arts Subtest (7812/2812)	3	*	*
Elem Ed: CKT Science Subtest (7814/2814)	2	*	*
Elem Ed: CKT Social Studies Subtest (7815/2815)	2	*	*
Elem Ed: Multiple Subjects (7001)	3	*	*
English Lang Arts: Content Knowledge (5038/0038)	1	*	*
English to Speakers of Other Languages (5362/0362)	1	*	*
Health Education (5551/0551)	1	*	*
Mathematics (5165/0165)	0	N/A	N/A
Music: Content Knowledge (5113/0113)	1	*	*
Physical Education: Content Knowledge (5091/0091)	5	5	100%

Social Studies: Content Knowledge (5081/0081)2**	0	N/A	N/A
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*Scores were not included for less than 5 test-takers for confidentiality.

**Three-year cohort data

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

2024-2025 Employment/Licensure Data: In this cohort, 15 out of 16, or 94%, were hired for teaching positions. One student's (6%) teaching status was unknown. A final licensure report for 2024-2025 academic year for the 16 completers is found on the Bethany education website.

Completer Group	N completed	# Employed in Education	%	# Unknown	Unknown %	Employed in jobs they were prepared for
2024-2025	n = 16	15	94%	1	6%	15 out of 16 in teaching jobs

604 Bethany Teachers in Kansas: Bethany College Education Department Research (2017-2018) The retention of Bethany teachers in Kansas was shown by extensive research that resulted in a vast amount of data for the education program. This demonstrates that over 600 teachers from Bethany's program have the ability to be hired, as early as graduates from 1972 to those hired in 2017 at the time of this report. Program data over the years show long-lasting professional relationships forged between partnering schools and the college for field experiences, student teaching placements, and by some alumni who now serve as cooperating teachers for Bethany's program or are adjuncts teaching education courses for Bethany.

In addition, the EPP is aware of high need areas and local district needs, national shortages (evidence KSDE Teaching Vacancy Fact Sheet, Advisory Council 9-17-2019 minutes). The EPP has had conversations with H.R. directors and principals to glean the information about job vacancies and help with the preparation of candidates in specific teaching areas. Several candidates are currently adding endorsements in ESOL and Special Education, both hard to fill areas in Kansas.

Bethany College Consumer Information shows a range of information including the job placement rates, and number of graduates and program completers up to AY 2021-2022. According to the records in the Education Department of its completers, Job Placement Rate for Teaching Majors 2024-2025: 94%, 2023-2024: 71% 2022-2023: 71%, 2021-2022: 88%, 2020-2021: 88%, 2019-2020: 93%

Impact Measure #8. Student loan default rates and other consumer information

Bethany College Consumer Information shows a range of information including the estimated cost of attendance, financial /institutional aid, loan default rates, teaching job placement rates, starting and average teaching salaries, licensure steps/fees, Pass Rates, average time for program completion, and number of graduates and program completers up to AY 2022-2023. The complete document can be found at:

<https://www.bethanylb.edu/education-department-accreditation>

Percentage of Students Receiving Financial Aid

2024-2025: 99%

2023-2024: 100%

2022-2023: 100%

Loan Default Rates:

FY2022: 1.4%

FY2021: 0.00%

FY2020: 0.00%

Average Institutional Aid for Teaching Majors:

2024-2025: \$24,184

2023-2024: \$23,223

2022-2023: \$22,106