

2025 DESCRIPTION OF DATA AND RESULTS REPORT ON EDUCATOR PREPARATION

Iowa Department of Education

THIS REPORT IS DUE MARCH 15, 2025

Purposes of this report:

- Collect data on educator preparation (initial license, leadership preparation, etc.) to inform stakeholders
- Monitor the continuous improvement of educator preparation
- Collect data over time to inform/provide a bridge between accreditation reviews

Data entered in this report is for the period September 1, 2023 through August 31, 2024.

Part A: IHE/Program(s) Information

Institution Name:	Mount Mercy University
Institution Address:	Cedar Rapids, Iowa
Department Chair Name:	Jennifer Rasmussen
Department Chair Email:	jasmussen@mtmercy.edu
Department Chair Phone:	3193631323
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Reporting Contact Name:	Dr. Paula Ganzeveld Undergraduate Program Coordinator
Reporting Contact Email:	pganzeveld@mtmercy.edu
Reporting Contact Phone:	319-363-1323
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Type of Institution:	Private Non-Profit IHE
Department Chair:	50%
Dean of Education:	
Accreditation:	
Assessment:	20%
Licensure:	5%
Total Number of Individuals Enrolled During the Reporting Period:	
Subset of Withdrawn Individuals During the Reporting Period (withdrew, transferred, coached out):	

Number of Teacher Preparation Faculty

This section provides information regarding the number and diversity of faculty members in the teacher educator program.

Teacher Preparation Faculty are individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, supervise clinical experiences, or administer some portion of the unit.

If there are no faculty in a particular demographic, skip the prompt. Do not enter 0 or none.

If faculty members work in more than one area (teacher prep, admin prep, other program prep) choose the area with the largest percentage of time and report in that one area.

Race/Ethnicity	Full-Time			Part-Time			Adjunct		
	Female	Male	Other	Female	Male	Other	Female	Male	Other
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race	1								
Native Hawaiian or Other Pacific Islander									
White	6				2		11	2	
Two or more races									
No Race/Ethnicity Reported									
Total	7	0	0	0	2	0	11	2	0

Number of Administrator Preparation Faculty

This section provides information regarding the number and diversity of faculty members in the administrator preparation program.

Administrator Preparation Faculty are individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, supervise clinical experiences, or administer some portion of the unit.

If there are no faculty in a particular demographic, skip the prompt. Do not enter 0 or none.

If faculty members work in more than one area (teacher prep, admin prep, other program prep) choose the area with the largest percentage of time and report in that one area.

Race/Ethnicity	Full-Time			Part-Time			Adjunct		
	Female	Male	Other	Female	Male	Other	Female	Male	Other
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	1	0	0	0	0	0	0	0	0
Two or more races									
No Race/Ethnicity Reported									
Total	1	0	0	0	0	0	0	0	0

Number of Candidate Endorsement Recommendations - Teacher Prep

Data from this prompt will serve two purposes: 1. inform determination of teacher shortage areas in Iowa and 2. populate the USDoE Title II report. The focus of this table is to determine the number of endorsements earned, not the number of people earning them.

This list is in numerical order of endorsements. Provide the number of candidates who were recommended for the endorsement. Report numbers separately for endorsements earned with initial license by your program completers and endorsements earned by currently licensed teachers.

Leave the box blank if there were no candidates recommended for that endorsement. Do not enter 0 or none.

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
108	K-8	Elementary School Teacher Librarian		
109	5-12	Secondary School Teacher Librarian		
174	K-12	School Teacher Librarian		
101	K-12	Athletic Coach		
102	K-6	Teacher Elem. Classroom	16	
103	PK-K	Teacher, Prekindergarten-Kindergarten	5	
104	K-12	ESL Teacher		
107	K-12	Talented and Gifted		
112	5-12	Agriculture		
113	K-8	Art	2	
114	5-12	Art	2	
118	5-12	Driver and Safety Ed		
119	K-8	English/Language Arts	2	
120	5-12	English/Language Arts	1	
121	K-8	Chinese		
122	5-12	Chinese		
123	K-8	French		
124	5-12	French		
125	K-8	German		
126	5-12	German		
127	K-8	Japanese		
128	5-12	Japanese		
129	K-8	Latin		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
130	7-12	Latin		
131	K-8	Russian		
132	5-12	Russian		
133	K-8	Spanish		
134	5-12	Spanish		
135	K-8	Language (Other)		
136	5-12	Language (Other)		
137	K-8	Health		
138	5-12	Health		
139	5-12	Family & Consumer Sciences		
140	5-12	Industrial Technology		
141	5-12	Journalism		
142	K-8	Mathematics	1	
143	5-12	Mathematics	1	
144	K-8	Music	1	
145	5-12	Music	3	
146	K-8	Physical Education		
147	5-12	Physical Education		
148	K-8	Reading	8	
149	5-12	Reading		
150	K-8	Science - Basic		
151	5-12	Biological Science		
152	5-12	Chemistry		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
153	5-12	Earth Science		
156	5-12	Physics		
157	5-12	American Government		
158	5-12	American History		
159	5-12	Anthropology		
160	5-12	Economics		
161	5-12	Geography		
162	K-8	History		
163	5-12	Psychology		
164	K-8	Social Studies		
165	5-12	Sociology		
166	5-12	World History		
167	K-8	Speech Comm/Theatre		
168	5-12	Speech Comm/Theatre		
176	K-12	Reading Specialist		
177	K-8	Norwegian		
178	5-12	Norwegian		
179	K-8	Italian		
180	5-12	Italian		
185	5-12	All Science		
186	5-12	All Social Sciences	3	
187	K-8	Portuguese		
188	5-12	Portuguese		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
234	5-12	Work Exp. Coordinator		
260	K-8	Instructional Strategist I: Mild and Moderate	3	
261	5-12	Instructional Strategist I: Mild and Moderate		
262	PK-K	Early Childhood Special Education		
263	K-12	Instructional Strategist II: Behavioral Disorders/Learning Disabilities		
264	K-12	Instructional Strategist II: Intellectual Disabilities	2	
266	B-21	Deaf or Hard of Hearing		
267	B-21	Visually Impaired		
277	K-8	Computer Science		
278	5-12	Computer Science		
279	5-12	CTE Information Technology		
305	5-12	Multioccupations		
974	5-12	Engineering		
975	K-8	STEM		
976	5-8	STEM		
977	K-12	STEM Specialist		
1171	5-12	Business All		
1201	5-12	Language Arts All		
1421	5-8	Algebra for HS credit		
1541	5-12	Basic Science		

End. #	Grade	Endorsement Name	# for initial license	# for currently licensed
1821	5-8	Middle School Language Arts		
1822	5-8	Middle School Mathematics	1	
1823	5-8	Middle School Science		
1824	5-8	Middle School Social Studies	1	
1001	PK-3	Birth-Grade 3 Inclusive Settings		
1761	K-12	K-12 Dyslexia Specialist		
181	K-12	K-12 American Sign Language		
1861	5-12	5-12 Social Sciences -Basic		
265	K-12	K-12 Instructional Strategist II: Physically Handicapped		
2781	K-12	K-12 Computer Science Specialist		

Number of Candidate Endorsement Recommendations - Admin Prep

Data from this prompt will serve two purposes: 1. inform determination of teacher shortage areas in Iowa and 2. populate the USDoE Title II report. The focus of this table is to determine the number of endorsements earned, not the number of people earning them.

This list is in numerical order of endorsements. Provide the number of candidates who were recommended for the endorsement. Report numbers separately for endorsements earned with initial license by your program completers and endorsements earned by currently licensed teachers.

Leave the box blank if there were no candidates recommended for that endorsement. Do not enter 0 or none.

End. #	Grade	Endorsement Name	# recommended
171	PK-12	Superintendent/AEA Administrator	
189	PK-12	Principal and Supervisor of Special Education	
233	K-12	Supervisor Special Education/Instruction	
239	B-21	Director of Special Education – AEA	
258	PK-12	Professional Service Administrator	

Number of secondary (5-12) program completers for initial license - Teacher Prep

The focus of this table is to determine the number of people completing programs in Iowa, not the number of endorsements earned. This prompt informs educator shortage areas for state and federal reports, including grant availability.

NOTE: Only include those candidates who are official program completers, which means they have completed all program completion requirements. Therefore, candidates recommended for a waiver/temporary license SHOULD NOT be included in these numbers.

Content Area	# of Program Completers
Agriculture	
Art	2
Business	
English/Language Arts (includes related endorsements, such as journalism, speech/theatre)	1
Engineering	
Family and Consumer Sciences	
Foreign Language	
Industrial Technology	
Mathematics	1
Music	3
Physical Education/Health	

Content Area	# of Program Completers
Science (including all endorsements)	
Social Science (including all endorsements)	3

Numbers of student teachers and program completers.

These prompts inform general trends of routes to licensure.

In this section, provide the numbers of student teachers and completers for initial licensure.

Only include those candidates who are official program completers, which means they have completed all program completion requirements. Therefore, candidates recommended for a waiver/temporary license SHOULD NOT be included in these numbers.

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g., Art, Music, PE)	Total
Number of student teachers (undergraduate)		15	7	3	25
Number of program completers (undergraduate)		15	7	3	25
Number of student teachers (post-baccalaureate)		2	1		3
Number of program completers (post-baccalaureate)		2	1		3
Number of program completers recommended for out of state licensure (undergraduate)					
Number of program completers recommended for out of state licensure (post-baccalaureate)					

Numbers of candidates and program completers in administrator preparation.

These prompts inform general trends of routes to licensure.

In this section, provide the numbers of student teachers and completers for initial license.

Only include those candidates who are official program completers, which means they have completed all program completion requirements. Therefore, candidates recommended for a waiver/temporary license SHOULD NOT be included in these numbers.

	Principal	Superintendent	Total
Number of candidates			
Number of program completers			

Number of program completers hired as educators for the reporting year:

This prompt provides information regarding the employment status of program completers for the reporting year. This prompt informs general employment trends. Data will help inform placement of graduates employed in Iowa. Please provide the best information you can concerning graduates who have left the state of Iowa.

	Number of program completers	Number employed in a position for which they were prepared	Number employed in an education position outside of their preparation area	Number enrolled in higher education	Number employed outside the education field	Number not employed	Number employment status unknown
Teacher	28	25	1		1		1
Administrator	0	0	0	0	0	0	0

Part B: Data Analysis and Reporting

Beginning Teacher and Employer Surveys for the reporting year:

Provide survey data of beginning teachers and their supervisors.

While there is no limit on the length of your response to questions in this section, the Department appreciates concise statements. This will help Department consultants in their attempt to summarize this information for the State of Educator Preparation report that is submitted to the State Board of Education.

The responses to this prompt informs education preparation programs' efforts to seek input from constituents and engage in continuous improvement efforts. In this section, the unit reports on the data, analysis and plans based on surveys of beginning teachers and their supervisors.

# of surveys sent to program completers:	# of completer surveys returned:	8
# of surveys sent to employers:	# of employer surveys returned:	5

(1) Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement. (2) What are the three lowest performing areas? (3) What is your data telling you about novice teachers and supervisors of novice teachers regarding differentiation? (4) What is your data telling you about novice teachers and supervisors of novice teachers regarding assessment? (5) If the program did not utilize this survey or had a low response rate, how is the unit meeting sub-standard 79.13(6). As we only had 5 employer surveys returned, it was difficult to glean any valuable information from those surveys. In addition, all of the rankings had 80%-100% responding as Well/Very well. As we looked at the novice teachers, there was more variability in responses. The most concerning area was related to assessment: "Develop and use multiple methods of assessment". The previous year we noted that "evaluate outcome of teaching..." was also marked lower from the employers. This indicated to use that assessment is an area for growth.

Describe your plan and relevant timeline to address the finding(s).

Overall, the department determined that we need to be more explicit in methods courses regarding assessment. Provide student with opportunities to generate multiple methods for assessment and demonstrate the connection to objectives in these instances. Formative and lesson-based assessment options has been added as topics for student teaching seminars. When we update our curriculum map in April, assessment is on the list to analyze how we are addressing it across different levels of the program.

New Administrator and Employer Surveys for the reporting year:

Provide survey data from the program has gathered from recent administrator preparation program completers and employer surveys.

While there is no limit on the length of your response to questions in this section, the Department appreciates concise statements. This will help Department consultants in their attempt to summarize this information for the State of Educator Preparation report that is submitted to the State Board of Education.

The responses to this prompt informs education preparation programs' efforts to seek input from constituents and engage in continuous improvement efforts. In this section, the unit reports on the data, analysis and plans based on surveys of new administrators and their supervisors.

# of surveys sent to program completers:	# of completer surveys returned:	0
# of surveys sent to employers:	# of employer surveys returned:	0

Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your

program's continuous improvement.

NA

Describe your plan and relevant timeline to address the finding(s).

NA

Student Teaching Assessments:

The responses to these prompts provide information regarding the program's analysis of evaluation of candidates during their student teaching experience. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data. This data/analysis informs the outcomes of teacher preparation programs.

Based on your analysis of student teaching data, aligned with InTASC standards, briefly describe the finding(s) you consider most important to your program's continuous improvement. What are the three top performing areas? What are the three lowest performing areas?

At the conclusion of student teaching, students share the results from their professional development plan they created throughout their second placement. This is our Signature Assessment for InTASC standard 9. Level 2 is considered proficient, so it is evident that most of our students perform well on this standard. We are, however, concerned that by the end of their program, we had 3 students that did not reach the proficiency level on their first attempt.

Describe the specific data that informed your finding(s). Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

Level 3 54% Level 2 21% Level 1 11%

Briefly describe your plan and relevant timeline to address the finding(s).

bb

Competency Test:

Describe where in your program students are prepared for the test and when candidates will take the assessment. What are the services and opportunities to retake the assessment that the institution makes available to students who did not meet the benchmark score.

We no longer use a test to determine admission to teacher education. Instead, we use information based on student's involvement throughout our program. The quantitative measures we use include grade point averages. We calculate GPAs using all courses (cumulative), major courses, and endorsement courses. A GPA of 2.7 in each area needs to be achieved. Grades of C or better need to be achieved in all major, endorsement, and competency courses. Competency courses include composition, math, speech, and science. Elementary education majors also need to complete competency courses in history and political science. We also use assessment results from an implementation rubric used to observe candidates during the field experiences. This rubric is used

throughout the program with changes in proficiency level as the candidates progress. Last, we use the newly implemented indicator and signature assessments to identify any patterns of low performance.

Describe ongoing efforts to align your program to standards related to implementation of Science of Reading practices as required by HF 2545.

If a student is not recommended for admittance to the program, an appeal process may be initiated. Through appeal, candidates may request reconsideration of the decision, or request to take subsequent courses without admittance to reapply at a later semester. These requests are sent to the committee. Ultimately, candidates may also grieve the decision through the University grievance process through the Provost's Office.

Candidates Tested During the Reporting Period.

Passed (score of 240 or higher).

Did not Pass (score of 239 or lower).

Program Assessment for Teacher Preparation

Each program is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. The program assessment prompt is designed to illustrate your teacher education programs's analysis of evaluation of candidates as they progress through your program. These questions allow the program to discuss results of assessment that are deemed most important to continuous improvement. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data.

This section should include the data, findings, and action steps used for continuous program improvement. The program is not required to report on the entirety of the program's assessment system; instead the program should describe the data and findings that have been the most important for informing the program's continuous improvement efforts.

Based on your analysis of program assessment data (other than that noted under Survey Data); briefly describe the finding(s) you consider most important for your program's continuous improvement.

A number of years ago, we implemented signature assessments into our evaluation system. We developed a signature assessment for each InTASC standard and infused those into courses throughout the program. These assessments provide data for both program assessment and individual student assessments. Students need to gain proficiency on the assessment to proceed to the next level of the program. As we have proceeded, we discovered that Signature 5 has been very problematic for students in both their understanding of the assignment and their ability to reach proficiency on their first attempt. The percentages shown below are

significantly different than our other signature assessments that range from 10-15% not proficient and 23-54% at Level 3.

Describe the specific data that informed your finding(s). Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

Level 3 12% Level 2 56% Level 1 32%

Describe your plan to address the your finding(s).

A team of methods professors put forth a proposal at the last department meeting to adjust this signature assessment. In this assessment, it was required students to sketch a unit plan with examples to integrate content area reading methods. The plan also needed to address a Mercy Critical Concern. The team has provided additional scaffolds for students by providing a shell set of materials for them to then add the reading methods to those materials. In addition, the topic has been outlined as a local or global problem to allow students to tailor the project to them. The team has located elementary materials and are now working to determine appropriate materials for secondary areas. There is also a plan to adjust the rubric to now match these changes.

Program Assessment for Leader Preparation

Each program is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. The program assessment prompt is designed to illustrate your teacher education programs's analysis of evaluation of candidates as they progress through your program. These questions allow the program to discuss results of assessment that are deemed most important to continuous improvement. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data.

This section should include the data, findings, and action steps used for continuous program improvement. The program is not required to report on the entirety of the program's assessment system; instead the program should describe the data and findings that have been the most important for informing the program's continuous improvement efforts.

Based on your analysis of program assessment data (other than that noted under Survey Data); briefly describe the finding(s) you consider most important for your program's continuous improvement.

NA

Describe the specific data that informed your finding(s). Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

NA

Describe your plan to address the your finding(s).

NA

Improvements

This prompt is designed to inform the improvement efforts that are taking place between accreditation visits. To complete this prompt, the unit should review Chapter 79 or Chapter 77 and do one of two actions:

For units that have had State Board of Education action (conditional or full approval) within the last three years, the unit should provide a report on progress toward addressing compliance issues or recommendations. Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response. The only area to report on is related to the offering of our PK-K endorsement. We were planning to discontinue this endorsement as we were not able to maintain the hire of faculty in this area. We have now secured a part-time faculty member that has this background so we will be able to continue offering this endorsement.

For units that had State Board of Education action more than three years ago, the unit should describe any concerns that have arisen based on chapter 79 or 77. Programs wishing to include tables, charts, graphs, longer narrative, etc. may include a url in this response.

NA

Innovations

This prompt provides an opportunity for the unit to describe new ideas/partnerships/innovations that are occurring within the unit or the institution. We want your unit to share initiatives and to celebrate your great work so please write about anything of importance to you. In particular, the Department is interested in hearing about any unit efforts regarding recruiting/retaining diverse candidates and faculty, the unit's use of the Iowa Instructional Framework, the Model Code of Ethics, or engagement in Future-Ready Iowa or computer science initiatives. This information will be published on behalf of the program to the state board and publicly on the department website, it is essential that the program include innovations they would like to share with the state board.

Describe any innovation designed or established by your unit that has had, or promises to have, the greatest impact on educator preparation (at any level).

We have partnered with Southeastern Community College to provide a 2+2 program for teacher licensure. With the closing of Iowa Wesleyan University, SCC was seeking a partner for their students to be able to complete licensure in the area as there were no other 4-year schools in the area. We have been offering on-site courses with the use of adjunct and part-time faculty.