



AAQEP Annual Report for 2025

Provider/Program Name:	Calvin University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	12/31/2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review. Briefly describe the programs that are included in your AAQEP review and give readers a clear understanding of their institutional and community context and mission. 4-5 paragraphs from QAR:

Calvin University is internationally recognized as a center of faith-anchored liberal arts teaching and scholarship. Founded in 1876, the university enrolls 3,600 students from an array of cultural, ethnic, and socioeconomic backgrounds and abilities. At Calvin, students find a place where Reformed Christian faith engages with rigorous academic inquiry. Calvin’s curriculum includes professional training in a variety of fields along with its commitment to a liberal arts education as a means to develop students’ understanding of the world and their place in it. The mission of Calvin University is to equip students to think deeply, to act justly, and to live wholeheartedly as Christ’s agents of renewal in the world. The university’s 400-acre campus is located in the vibrant city of Grand Rapids, Michigan.

From nearly the beginning of Calvin's 147-year history, the education of teachers has been an integral expression of its mission to be agents of renewal in the world. The Education program's mission is to develop responsive and transformative educators who can meet the needs of diverse students in multiple school settings.

Calvin was awarded AAQEP accreditation in 2024. Accredited programs include the Calvin Education Program (CEP), the Master of Arts in Teaching Program (MAT), and the Master of Education Program (MEd).

In the Calvin Education Program, candidates complete a bachelor's degree on-campus with initial teacher certification. Calvin offers certification in elementary, secondary, and PK-12 grade bands. All grade band programs have been approved by the Michigan Department of Education. Teacher education candidates also complete the university core curriculum and professional education courses. The CEP deepens candidates' understanding of the world through disciplinary knowledge, which includes framing that knowledge with enduring questions gained through its liberal arts core curriculum. This prepares candidates to live and serve by actively working toward shalom: being responsive to learners, to the curriculum, to the contexts of teaching, and to unjust practices and structures in education.

The Master of Arts in Teaching Program is designed for career changers, those re-entering the workforce, and candidates with a recent bachelor's degree in the field they want to teach. Candidates complete a one-year 35-40 credit cohort program on-campus and earn a master's degree with initial teacher certification.

The Master of Education degree program is a 30-32 credit program that offers four concentrations: Inclusion, Literacy, Educational Leadership, and Curriculum and Instruction. The MEd program serves educators and administrators who desire to grow personally and professionally through advanced education. Most courses are available online.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

Part I will be posted at <https://calvin.edu/academics/school-education/certification/accreditation> by January 15, 2026.

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 8/31/25)	Number of Completers in most recently completed academic year (12 months ending 8/31/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts degree with Initial Certification	Biology (6-12)	3	1
	Chemistry (6-12)	2	2
	Cognitive Impairment (K-12)	40	9
	Early Childhood (PreK or Birth-K)	16	5
	Earth/Space Science (6-12)	0	0
	Elementary Education (K-5, PK-3, or 3-6)	43 (K-5) 70 (PK-3) 65 (3-6)	37
	English (5-9, 6-12, or 7-12)	24	7
	English as a Second Language (K-8, 6-12, or K-12)	20	1
	French (K-8, 6-12, or K-12)	0	0
	Geography (6-12)	0	0
	Health and Physical Education (K-12)	13	4
	History (6-12)	6	2
	Language Arts (K-8)	4	4

	Mathematics (K-8, 5-9, 6-12, or 7-12)	32	17
	Music Education (K-12)	11	0
	Physics (6-12)	0	0
	Political Science (6-12)	2	0
	Psychology (6-12)	3	2
	Science (K-8, 5-9, 6-12, or 7-12)	34	20
	Social Studies (K-8, 5-9, 6-12, or 7-12)	44	5
	Spanish (K-8, 6-12, or K-12)	14	2
	Visual Arts (K-12)	17	5
Elementary Post-Bachelor Initial Certification	Elementary Education (K-5)	3	1
Secondary Post-Bachelor Initial Certification	Secondary or K-12, various subjects	2	0
Master of Arts in Teaching Initial Certification	Secondary or K-12, various subjects	14	12
Total for programs that lead to initial credentials		482	136
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education Literacy concentration	Endorsement: Reading Specialist (K-12)	7	8
Total for programs that lead to additional/advanced credentials		7	8
<i>Programs that lead to P-12 leader credentials</i>			
Master of Education Educational Leadership concentration	Michigan Administrator Certificate (K-12)	11	9
Total for programs that lead to P-12 leader credentials		11	9
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Master of Education Curriculum and Instruction concentration	N/A	23	13

Master of Education Inclusion concentration	N/A	8	2
Total for programs that lead to specialized professional or no specific credentials		31	15
TOTAL enrollment and productivity for all programs		531	168
Unduplicated total of all program candidates and completers		264 BA 5 Post-BA 14 MAT 46 MEd 329 Total Candidates	81 BA 1 Post-BA 12 MAT 31 MEd 125 Total Completers

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Michigan has updated the teacher certification structure to new grade band endorsements (Birth-K, PK-3, 3-6, 5-9, 7-12, PK-12). Calvin has revised all certification programs to meet the state standards and requirements, and all programs have been approved by the Michigan Department of Education.

AAQEP-Accredited Program	Revised Grade Band Program
Bilingual Spanish, K-12	Discontinued due to low enrollment
Biology, 6-12	Biology, 5-9 or 7-12
Chemistry, 6-12	Chemistry, 7-12
Chinese, 6-12 or K-12	Discontinued due to low enrollment
Cognitive Impairment, K-12	No change
Early Childhood, PK	Early Childhood, Birth-K
Earth/Space Science, 6-12	Earth/Space Science, 5-9 or 7-12
Economics, 6-12	Discontinued due to low enrollment
Elementary Education, K-8	Elementary Education, PK-3 or 3-6
English, 6-12	English Language Arts, 5-9 or 7-12
English as a Second Language, K-8, 6-12 or K-12	English as a Second Language, PK-12
French, K-8, 6-12 or K-12	Discontinued due to low enrollment
Geography, 6-12	Geography Concentration, 5-9 or 7-12
German, K-8, 6-12 or K-12	Discontinued due to low enrollment
Health, 6-12	Discontinued (see Health and PE below)
Health and Physical Education, K-12	Health and Physical Education, PK-12
History, 6-12	History Concentration, 5-9 or 7-12
Integrated Science, 6-12	Science, 5-9 or 7-12
Language Arts, K-8	Discontinued (see English Language Arts above)
Mathematics, 6-12	Mathematics, 5-9 or 7-12

Music, K-12	Music, PK-12
Physical Education, K-12	Discontinued (see Health and PE above)
Physics, 6-12	Physics, 7-12
Political Science, 6-12	Civics Concentration, 5-9 or 7-12
Psychology, 6-12	No change
Social Studies, 6-12	Social Studies, 5-9 or 7-12
Spanish, K-8, 6-12 or K-12	Spanish, PK-12
Visual Arts, K-12	Visual Arts, PK-12

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>329 candidates</p>
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>125 completers</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1. If any completers were recommended for more than one credential, this number may be larger than the one in the previous line.</p>
<p>77 Recommended for initial certification (BA, Post-BA, and MAT)</p> <p>122 Endorsements recommended on initial certificates</p> <p>3 Recommended for Reading Specialist endorsement (MEd)</p> <p>4 Recommended for Administrator certificate (MEd)</p> <p>129 Total endorsements recommended</p>

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Program	Expected Timeframe	1.5 times the Expected Timeframe	2024-25 Completers Graduated within Expected Timeframe	2024-25 Completers Graduated within 1.5 times Expected Timeframe	2024-25 Completers Graduated in greater than 1.5 times Expected Timeframe
Calvin Education Program, N = 81	4 years	6 years	62 (77%)	18 (22%)	1 (1%)
Master of Arts in Teaching Program, N = 12	1 year	1.5 years	10 (83%)	2 (17%)	0
Master of Education Program, N = 31	3 years	4.5 years	27 (87%)	3 (10%)	1 (3%)

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Michigan Test for Teacher Certification (MTTC) Annual Summary of State Results for Calvin University: 2021-2024

Test:	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
002 English	35	33	94.3	33	94.3
009 History	8	4	50.0	6	75.0
010 Political Science	5	2	40.0	2	40.0
011 Psychology	4	3	75.0	3	75.0
017 Biology	1	1	100.0	1	100.0
018 Chemistry	3	2	66.7	2	66.7
019 Physics	1	1	100.0	1	100.0
020 Earth/Space Science	1	0	0.0	1	100.0
022 Mathematics (Sec.)	19	18	94.7	18	94.7
023 French	4	3	75.0	3	75.0
028 Spanish	19	17	89.5	17	89.5
043 Health	1	1	100.0	1	100.0
044 Physical Education	4	4	100.0	4	100.0
084 Social Studies (Sec.)	22	17	77.3	20	90.9
086 English as a Second Language	5	5	100.0	5	100.0
089 Mathematics (Elem.)	18	18	100.0	18	100.0
090 Language Arts	13	11	84.6	12	92.3
092 Reading Specialist	6	6	100.0	6	100.0
093 Integrated Science (Elem.)	16	12	75.0	15	93.8
094 Integrated Science (Sec.)	6	4	66.7	6	100.0
095 Visual Arts Education	4	2	50.0	3	75.0
101 Chinese (Mandarin)	2	1	50.0	2	100.0
103 Elementary Education	107	90	84.1	99	92.5

	N	Attempt Type			
		Initial		Cumulative	
		N Pass	% Pass	N Pass	% Pass
Test:					
105 Social Studies (Elem.)	2	2	100.0	2	100.0
106 Early Childhood Education (General & Special Ed)	18	13	72.2	14	77.8
112 Health Education	4	4	100.0	4	100.0
113 Physical Education	4	4	100.0	4	100.0
115 Cognitive Impairment	40	40	100.0	40	100.0
125 Bilingual Education	1	1	100.0	1	100.0
126 English as a Second Language	9	9	100.0	9	100.0
All Content Area Tests	382	328	85.9	352	92.1

Calvin's cumulative pass rate of 92.1% is among the top pass rates in Michigan.

Cumulative pass rates below 80% are highlighted. Pedagogy course instructors and advisors have reviewed coursework to ensure that all MTTC objectives are addressed throughout each program.

Contextual information that applies to pass rates below 80%:

- Psychology, Chemistry, French and Visual Arts Education had fewer than five candidates testing.
- Calvin's French education program is being discontinued due to low enrollment.
- The Early Childhood MTTC 106 will be replaced by the new Birth-K MTTC test.
- Some statewide pass rates are also lower than 80%, highlighted below:

Test	Calvin N	Calvin pass rate	Statewide pass rate
Chemistry	3	67%	82%
Early Childhood	18	78%	71%
French	4	75%	53%
History	8	75%	63%
Political Science	5	40%	51%
Psychology	4	75%	89%
Visual Arts	4	75%	90%

F. Explanation of **evidence available from program completers**, with a characterization of findings.

Evidence from program completers (gathered from surveys, intern evaluations, key assessments, focus groups, and certification tests) clearly demonstrates that program completers perform as professional educators with the capacity to support success for all learners, are able to adapt to work in a variety of contexts, and grow as professionals. Our programs meet the established assessment target criteria in almost all survey areas, the institution pass rates on certification tests are among the highest in the state, and all candidates recommended for certification meet the established requirements for the intern evaluation.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

Employers of program completers express strong satisfaction with program completers and provide clear evidence of the completers' preparation and effectiveness. Employer survey results for both the undergraduate teacher preparation program and the Master of Education program are overwhelmingly positive each year, meeting the achievement target in almost all areas.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Calvin's Career Center and School of Education staff collect employment information using multiple sources, including the Senior Class First Destination Survey, faculty and staff reporting, email communication, LinkedIn, and National Clearinghouse Data. All 2021-2024 respondents secured employment or enrolled in graduate school, with 83% hired in teaching positions and an additional 15% in education-related positions.

Calvin Education Program Employment Report – Candidates Graduating 9/1/21 – 8/31/24

Major	Number Graduated	Number of Respondents	Teaching Positions	Education-related: Parapro, Interventionist, Long-Term Sub, Non-Profit	Graduate School	Non-education related employment	Unemployed
Elementary Ed Total:	115	110	90 82%	19 17%	0 0%	1 1%	0 0%
Elementary Ed with Special Ed	33	33	26 79%	6 18%	0 0%	1 3%	0 0%
Elementary Ed	82	77	64 83%	13 17%	0 0%	0 0%	0 0%
Secondary/K-12 Total:	89	84	71 85%	10 12%	3 4%	0 0%	0 0%
Art	4	4	4 100%	0 0%	0 0%	0 0%	0 0%
English	28	27	23 85%	3 11%	1 4%	0 0%	0 0%
History/Social Studies	23	22	17 77%	3 14%	2 9%	0 0%	0 0%
Math	11	11	10 91%	1 9%	0 0%	0 0%	0 0%
Physical Education	8	8	6 75%	2 25%	0 0%	0 0%	0 0%
Sciences	8	6	6 100%	0 0%	0 0%	0 0%	0 0%
World Languages	7	6	5 83%	1 17%	0 0%	0 0%	0 0%

Double majors are counted in the major in which they are employed.

Teaching Position Results by Location:

	Michigan		Other States		Outside US	
Elementary	73	81%	12	13%	5	6%
Secondary	49	69%	11	15%	11	15%
Total	122	76%	23	14%	16	10%

Teaching Position Results by School Type:

	Public		Private/Faith-Based		Charter	
Elementary	35	39%	48	53%	7	8%
Secondary	23	32%	38	54%	10	14%
Total	58	36%	86	53%	17	11%

- I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During the 2024-2025 academic year the School of Education lost one administrative support position. Our Placement and Communications Coordinator left to take a different position at the university, and we were not able to hire a replacement. The loss of this position has resulted in some redistribution of tasks to other members of our administrative support team and to the Director of Clinical Placements. After an initial adjustment period, our capacity to effectively administer our programs has not been negatively affected. The addition of the Lumivero Experiential Learning Cloud software platform (formerly Tevera) has improved our productivity and greatly reduced the amount of clerical work and email communication associated with collecting applications, evaluations, and time records for all clinical placements.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<p>Michigan Test for Teacher Certification. This is a state test administered by the Michigan Department of Education and required for certification. All candidates take the MTTC as specified for their program and major.</p>	<p>85% cumulative pass rate for each test</p>	<p>Our undergraduate teacher preparation and MEd program (Literacy concentration) demonstrate a high level of success in meeting our goals. Our institution pass rate (ranging from 92-94% in recent years) is consistently one of the highest in the state of Michigan.</p> <p>In our teacher preparation program, the majority of programs have had a 100% pass rate for the past four years. Only seven of our programs (generally with a small sample size) have not met Calvin’s 85% pass rate target.</p> <p>In our MEd program, our pass rate for the Reading Specialist test for the past four years has been 100%.</p>
<p>Michigan Department of Education (MDE) surveys. These surveys are administered by MDE to all completers, mentor teachers, and university supervisors at the end of the teacher preparation program.</p>	<p>85% of respondents select ‘Somewhat Agree,’ ‘Agree,’ or ‘Strongly Agree’ for each survey item.</p>	<p>MDE survey results give strong evidence that program completers are highly equipped and performed as professional educators with the knowledge and skills to support success for all learners.</p>

		Recent teacher candidate surveys show completers meeting the 85% target in 6 of the 7 categories, with a rating just below the target (83%) in Professional Awareness. 100% of teacher candidates agree that they are ready to enter the teaching profession. We consistently note overwhelming support for candidate preparedness by university supervisors (meeting target in all areas) and cooperating teachers (meeting target in 6 of 7 areas).
Danielson Framework for Teaching. The Danielson Framework is used by university supervisors and mentor teachers to evaluate teacher interns (student teachers).	A rating of Developing or better (Proficient or Exemplary) for each component in each domain, with one or more ratings of Proficient.	All students recommended for certification meet the achievement target each year.
Master of Education (MEd) Exit Survey. This university survey is given to all MEd degree candidates at the completion of their program.	85% of respondents select 'Somewhat Agree,' 'Agree,' or 'Strongly Agree' for each survey item.	Exit survey results consistently give evidence of the preparation of MEd completers. Survey comments reflect satisfaction with the Calvin MEd program and the completers' sense of preparation. In our most recent survey, 23 of 25 survey items met the achievement target.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Michigan Department of Education (MDE) surveys. These surveys are administered by MDE to all completers, mentor teachers, and university supervisors at the end of the teacher preparation program.	85% of respondents select 'Somewhat Agree,' 'Agree,' or 'Strongly Agree' for each survey item.	Recent teacher candidate surveys show completers meeting the 85% target in 6 of the 7 categories, with a rating just below the target (83%) in Professional Awareness. 100% of teacher candidates agree that they are ready to enter the teaching profession. We consistently note overwhelming support for candidate preparedness by university supervisors (meeting target in all areas) and cooperating teachers (meeting target in 6 of 7 areas).
Employer Survey – Once every two years the Calvin School of Education sends out a survey to all employers.	85% of respondents select 'Somewhat Agree,' 'Agree,' or 'Strongly Agree' for each survey item.	Survey results give evidence that program completers effectively adapt to working in a variety of contexts and grow as professionals. In the most recent survey, 96% of respondents reported satisfaction with the preparation of Calvin teachers, and the achievement target was met on 16 of 17 survey items.
Master of Education (MEd) Exit Survey. This university survey is given to all MEd degree candidates at the completion of their program.	85% of respondents select 'Somewhat Agree,' 'Agree,' or 'Strongly Agree' for each survey item.	Exit survey results consistently give evidence of the preparation of MEd completers. Survey comments reflect satisfaction with the Calvin MEd program and the completers' sense of preparation. In our most recent survey, 100% of items used to assess Standard 2 met the achievement target.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Over the past year, the Calvin Education Program has transitioned most students into fully redesigned Michigan grade band programs for certification. We have successfully completed a new, full-semester pre-student teaching internship for elementary education majors that integrates four disciplinary pedagogy courses with an internship placement. Complementing this, the newly developed EDUC 243 Teaching and Learning Lab course, centered on enactments and role-playing of high-leverage teaching practices, is giving teacher candidates repeated low-stakes opportunities to rehearse and receive targeted feedback on teaching practices. Finally, the addition of a dedicated Christian Teacher course has been well received by candidates intending to teach in faith-based schools but also by those preparing for public school settings. These are just a few highlights of ongoing work in the Calvin School of Education.