

ANNUAL REPORTING MEASURES (CAEP COMPONENTS 5.4/A.5.4)

Caldwell University

School of Education

Impact Measures (CAEP Standard 4)

| | |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Impact on P-12 learning and development (CAEP Standard/Component 4.1)</p> | <p>The 2018 New Jersey Department of Education Provider Performance Report reflects evaluation data for certified program completers from the 2016-2017 school year who were employed during the 2017-2018 school year:</p> <p><u>Student Growth Percentile (SGP):</u> n=27 Highly Effective/Effective: 5 (18.5%) Not evaluated: 22 (81.5%)</p> <p><u>Student Growth Objective (SGO):</u> n=25 Highly Effective/Effective: 44 (96.0%) Not evaluated: 1 (4.0%)</p> |
| <p>2. Indicators of teaching effectiveness (CAEP Standard/Component 4.2)</p> | <p>The 2018 New Jersey Department of Education Provider Performance Report reflects evaluation data for certified program completers from the 2016-2017 school year employed during the 2017-2018 school year:</p> <p><u>Summative evaluation:</u> n=21 Highly Effective/Effective: 21 (100.%)</p> <p><u>Teacher Practice Score:</u> n=25 Highly Effective/Effective: 25 (100.0%)</p> |
| <p>3. Satisfaction of employers and employment milestones (CAEP Standard/Component 4.3 A.4.1) promotion and retention</p> | <p><u>Initial Programs</u> Of the 64 certified completers from the 2015-2016 School Year (SY), 13 (72.2%) of the employed completers maintained employment during the 2017- 2018 SY; 14 (77.8%) of those employed completers maintained employment during the 2017- 2018 SY and 16 (88.9%) of those employed completers maintained employment during the 2017- 2018 SY.</p> <p><u>Advanced Programs</u> The School of Education surveyed the employers of 2018 and 2019 advanced program graduates. The combined survey results yielded the following “n” for each of the three graduate programs under study: Administration=<i>n of 16</i> (30% response rate); Special Education=<i>n of 2</i> (44% response rate); MLI= <i>n of 2</i> (40% response rate). The survey items are related to the six skills of Standard A1 and items related to the individual alumni programs. There is consistency among responses by employers for all three graduate programs:</p> <ul style="list-style-type: none"> • CU advanced program graduates demonstrate a professional code of ethics (100%) • CU advanced program graduates know how to use data for decision making-making purposes (100%). • CU advanced program graduates serve as advocates for the rights of all students (100%). • CU advanced program graduates know how to analyze data to develop supportive environments for students and clients (90%). • CU advanced program graduates engage in collaborative activities (100%). • CU advanced program graduates know how to design lessons that help learners use technology (100%). |

ANNUAL REPORTING MEASURES (CAEP COMPONENTS 5.4/A.5.4)

Caldwell University

School of Education

| | |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • CU advanced program graduates have a deep understanding of critical concepts and principles of his/her field of preparation (90%). • CU advanced program graduates are able to apply specialized content and discipline knowledge contained in the standards for his/her profession (100%). • CU advanced program graduates know how to use and apply research in the field (100%). <p>The SOE presents evidence that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention. Data that inquired into employers' satisfaction found overwhelming support that employers think that CU advanced program graduates demonstrate the six skills of CAEP Standard A1, thus indicating satisfaction with advanced program completers' preparation.</p> |
| <p>4. Satisfaction of completers (CAEP Standard/Component 4.4 A.4.2)</p> | <p>Initial Programs: One hundred twenty-five Education alumni who graduated between December 2015 and August 2018 and received their initial certification were invited to take the satisfaction of program survey. Thirty-four (34) alumni responded, a 27% response rate.</p> <p>Experience in the Undergraduate Education Programs: Alumni were asked about their Caldwell University School of Education undergraduate experiences and how the experiences prepared them for the workforce. The respondents strongly agreed or agreed with all of the statements:</p> <ul style="list-style-type: none"> • 97% (33 out of 34) stated that the program prepared them to be an effective teacher. • 94% (32 out of 34) stated that the program prepared them to develop and maintain effective classroom instruction. • 94% (32 out of 34) stated that they learned to teach with integrity, fairness, and in an ethical manner in the program. • 94% (32 out of 34) stated that they know how their school's curriculum and program of instruction supports student learning. • 94% (32 out of 34) stated that the program prepared them to consider the larger socio-cultural context in which their classroom functions. • 100% (34 out of 34) stated that they have been prepared to ensure all students will learn in a safe and efficient environment. • 97% (33 out of 34) stated that due to the diverse needs and interests of families and community members, they learned to engage with the community. • 91% (31 out of 34) stated that they are prepared to incorporate the school's vision for learning • 100% (34 out of 34) stated that as a classroom teacher, they understand that it is within their role to identify and address the curriculum and instructional issues occurring within their classroom. • 97% (33 out of 34) stated that the classroom teacher must be concerned with classroom management and the instruction. |

ANNUAL REPORTING MEASURES (CAEP COMPONENTS 5.4/A.5.4)

Caldwell University

School of Education

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p><u>Advanced Programs</u></p> <p>In December 2018, an online survey was emailed to 179 alumni who completed an advanced School of Education program between December 2015 and December 2018. In an effort to increase the response rate, follow-up reminders were emailed in spring 2019. As indicated in the CAEP Handbook, it is difficult to track advanced program candidates as they seek professional promotion within and outside of their initial district.</p> <p>71 alumni responded to the survey, a 40% response rate.</p> <ol style="list-style-type: none">SE programs (includes TOSD and LDTC) – 24 of 68 (35% response rate)MLI program – 22 of 47 (47% response rate)EA program – 25 of 64 (39% response rate) <p>a). SE program alumni felt strongly that the program prepared them for the professional demands of their positions. Twenty-three percent (23%) of the respondents agreed that they could not effectively engage with their community due to the diverse needs in the community. This suggests that our students should prepare for and engage in a greater range of experiences with more diverse members of the communities wherein advanced candidates work.</p> <p>b). MLI program alumni indicated that they felt strongly that the program prepared them for the professional demands of their positions, with a slightly greater range of responses in the areas of technology and diversity. The finding related to diversity for MLI completers is similar to that of the SE program completers, indicating the need for more preparation to meet the diverse students' needs across advanced programs.</p> <p>c). EA program alumni indicated that they felt strongly that the program prepared them for the professional demands of their positions, with a slightly greater range of responses in the areas of technology and diversity. 89% of respondents felt that the program prepared them to use technology effectively with students. Similar to responses in other programs, EA program alumni felt that more preparation to meet the diverse needs of the communities in which they work was necessary.</p> <p>The SOE concludes that alumni feel positive about their advanced program preparation. With high, consistent scores of agreement, alumni from each of the three programs indicated that their program taught them the skills and dispositions needed in their career. The few areas that garnered relatively lower percentages were in the areas of technology and diversity, noted above. The results across all three advanced programs indicate the need to emphasize technology and diversity through course content, clinical experiences, and assessments. The SOE will review course content and revise as necessary. The alumni survey data suggest that the advanced programs should place greater emphasis and develop more activities in technology and diversity. These areas will be addressed and further assessed beginning in Summer 2019.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Outcome Measures

ANNUAL REPORTING MEASURES (CAEP COMPONENTS 5.4/A.5.4)

Caldwell University

School of Education

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Graduation Rates (Outcome Measure for Initial & Advanced Programs)</p> | <p><u>Initial Programs</u> According to the National Center for Education Statistics (NCES), 69% of the students who enrolled at the University in fall 2013 graduated in six years. Of those 54% graduated in four years. Source: Integrated Postsecondary Education Data System (IPEDS)</p> <p><u>Advanced Program</u> During the academic year 2018-2019, 32 candidates graduated from three EPP graduate programs: Masters in Literacy Instruction (MLI), Masters in Special Education (Sp.Ed./TOSD) and Masters in Educational Administration (Ed. Adm. and Principal Certification program). Of those 32 advanced program graduates, fifteen (15) were in the MLI program, four (4) were in the Sp. Ed./TOSD program and thirteen (13) were in the Ed. Adm. program.</p> |
| <p>6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (Outcome Measure for Initial & Advanced Programs)</p> | <p><u>Initial Programs</u> During the 2018-2019 academic year, the Title II report indicated that all program completers (n=41) passed the required assessment, thereby meeting New Jersey Department of Education requirements for certification.</p> <p><u>Advanced Programs</u> The EPP SoE tracks the ability of the 2018-2019 advanced completers to meet licensing certifications in the area for which they prepared, and indicates the following results for each of the three graduate programs under study:</p> <ul style="list-style-type: none"> • Ed. Adm. 92.3% (12 of 13) of the completers met the state requirements and were issued certificates. • MLI. 75% (3 of 4) of the completers met the state requirements and were issued certificates. • Sp. Ed/TOSD 100% (4 of 4) of the completers met state requirements and were issued certificates. |
| <p>7. Ability of completers to be hired in education positions for which they have prepared (Outcome Measure for Initial & Advanced Programs)</p> | <p><u>Initial Programs</u> The New Jersey Department of Education tracks EPP completers who earned a Certificate of Eligibility with Advanced Standing (CEAS) during the 2016-2017 school year who were employed in a New Jersey public school during the 2018-2019 school year. Of the 32 completers who received one endorsement, 19 (59.4%) were employed in New Jersey public schools. Of the 24 completers who received two or more endorsements, 14 (58.3%) were employed in New Jersey public schools.</p> <p>Data on completers who worked in parochial schools, moved out-of-state or returned to graduate school were not available.</p> <p><u>Advanced Programs</u> As stated earlier, it is a challenge to track advanced program candidates as they seek professional promotion within and outside of their initial district. However, the SOE research for the academic year 2018-2019 indicated that the following percentages of advanced program completers (in that year) were hired in education positions for which they had prepared:</p> <ol style="list-style-type: none"> a. Ed. Admin: 38% (5 out of 13). b. Sp. Ed./TOSD: 75% (3 out of 4) |

ANNUAL REPORTING MEASURES (CAEP COMPONENTS 5.4/A.5.4)

Caldwell University

School of Education

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | c. MLI: 0% out of 4 |
| 8. Student loan default rates and other consumer information (Loan default rate, tuition, teacher licensure expenses, and teacher salaries in NJ) (Outcome Measure for Initial & Advanced Programs) | The latest figures for the Caldwell University Cohort Default Rate (CDR) for fiscal 2017 shows that 7.2% of the borrowers entering repayment at that time are in default. Source: National Students Loan Data System (NSLDS) |