

CALDWELL UNIVERSITY

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

For Academic Year 2019-2020

Impact Measures (CAEP Standard 4)

<p>1. Impact on P-12 learning and development (CAEP Standard/Component 4.1)</p>	<p>The 2020 New Jersey Department of Education Provider Performance Report reflects evaluation data for certified program completers from the 2017-2018 school year employed during the 2019-2020 school year:</p> <p><u>Student Growth Percentile (SGP):</u> n=23 Highly Effective/Effective: 3 (13.0%) Not evaluated: 20 (87.0%)</p> <p><u>Student Growth Objective (SGO):</u> n=21 Highly Effective/Effective: 21 (100.0%)</p>
<p>2. Indicators of teaching effectiveness (CAEP Standard/Component 4.2)</p>	<p>The 2020 New Jersey Department of Education Provider Performance Report reflects evaluation data for certified program completers from the 2017-2018 school year employed during the 2019-2020 school year:</p> <p><u>Summative evaluation:</u> n=22 Highly Effective/Effective: 21 (95.5%) Not Evaluated: 1 (4.5%)</p> <p><u>Teacher Practice Score:</u> n=22 Highly Effective/Effective: 22 (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 39 Certified Completers from the 2017-2018 School Year (SY), Twenty-eight (28- 71.8%) of those employed completers maintained employment during the 2018- 2019 SY; 18 (46.2%) of those employed completers maintained employment during the 2019-2020 SY. The EPP was not able to survey the employers of program completers during the pandemic, yet the retention rates indicated above demonstrate that employers are generally satisfied with EPP completers.</p> <p><u>Advanced Programs</u> During the 2019-2020 academic year, there were 31 degree and/or certification completers in the advanced program. The combined results yielded the following <i>n</i> for the three programs under study: Administration- <i>n</i> = 23; Special Education- <i>n</i> = 3 and MLI- <i>n</i> =5. Each of the completers was employed during the 2019-2020 SY,</p>

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	<p>three of the thirty-two were employed in the area of most-recent certification.</p> <p>Due to the Covid-19 Pandemic, the EPP was unable to collect specific 2019-2020 data. However, the SOE presents evidence that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention. The 2018-2019 data that inquired into employers' satisfaction found overwhelming support that employers think that the EPP advanced program completers effectively demonstrate the six skills of CAEP Standard A1.</p>
<p>4. Satisfaction of completers (CAEP Standard/Component 4.4 [A.4.2])</p>	<p><u>Initial Programs:</u> The New Jersey Department of Education surveyed completers from the 2019-2020 academic year concerning their satisfaction with their program preparation. The survey has four questions that ask completers to reflect on how well the program prepared them to plan, deliver, assess and reflect on their ability to deliver a lesson in the classroom. Twenty-nine completers responded to the survey, with 100% of them indicating that they “strongly agreed” or “agreed” that the program increased their confidence to plan, deliver, assess and reflect on a lesson.</p> <p>The survey also asked the completers how likely they would be to recommend the EPP to someone who is considering becoming a teacher. Again, all twenty-nine respondents (100%) said they were “very likely” or “likely” to recommend the program.</p> <p><u>Advanced Programs</u> The university’s Office of Institutional Management collects survey data for advanced programs bi-annually. The next scheduled data collecting period will be during the academic year 2022.</p> <p>The most recent survey, administered in December 2018, was emailed to 179 alumni who completed an advanced SoE program between December 2015 and December 2018. In an effort to increase the response rate, follow-up reminders were emailed during the 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. Seventy-one (71) alumni responded to the survey, a 40% response rate.</p> <p>a) SE programs (includes TOSD and LDTC) – 24 of 68 (35%)</p>

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	<p>response rate)</p> <ul style="list-style-type: none">b) MLI program – 22 of 47 (47% response rate)c) 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. Eighty-nine percent 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. While acknowledging that these issues need to be addressed, it was difficult for the EPP to do so under COVID-19 circumstances. Greater emphasis in the areas of technology and diversity for each of the three advanced programs in course content, clinical experiences, and assessments will continue to be addressed as we move forward.</p>
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Outcome Measures

<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), 64% of the students who enrolled at the EPP in fall 2014 graduated in six years. Of those 51% graduated in four years. Source: Integrated Postsecondary Education Data System (IPEDS)</p> <p><u>Advanced Programs</u> During the academic year 2019-2020, 31 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 31 advanced program graduates, five (16%) were in the MLI program, three (10%) were in the Sp. Ed./TOSD program and twenty-three (74%) were in the Ed. Adm. program which includes M.A. in Administration, Post-Master Principal Certification and Post-Master Supervisory Certification.</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> The 2019-2020 Title II report shows 31 of 35 program completers passed the required assessment, met or exceeded all New Jersey Department of Education certification requirements. COVID-19 compelled The New Jersey Department of Education to waive one requirement (edTPA) and two candidates passed the required assessments outside the Title II window</p> <p><u>Advanced Programs</u></p> <ul style="list-style-type: none"> a) Ed. Admin: (22 of 23- 96%). b) Sp. Ed./TOSD: (3 of 3- 100%) c) MLI: (4 of 5- 80%)
<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 the EPP's completers who earned a Certificate of Eligibility with Advanced Standing (CEAS) in the 2017-2018 school year who may have been employed in the 2019-2020 school year in a New Jersey public school.</p> <p>Of the 22 completers who received one endorsement, 17 (77.3%) were employed in New Jersey public schools. Of the 17 completers who received two or more endorsements, 11 (64.7%) were employed in New Jersey public schools.</p>

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	<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 noted above, the EPP indicates a total of 31 completers in the advanced programs for the 2019-2020 school year. All of the completers are employed in a school district within the state of New Jersey. As stated above, of the thirty-one completers, three (10%) are working in the area of their recent certification. It is a challenge to track advanced program candidates as they seek professional promotion within and outside of their initial district, moreover, the pandemic made it difficult to collect specific data this year, but the EPP will continue to reach out to its completers. 2019-2020 data did indicate that the following percentages of advanced program completers (in that year) were hired in education positions for which they had prepared:</p> <ul style="list-style-type: none"> a) Ed. Admin: (3 of 23- 13%). b) Sp. Ed./TOSD: (0 of 3- 0% c) MLI: (0 of 4- 0%)
<p>8. Student loan default rates and other consumer information.</p>	<p>For the student cohort default rate, DOE released the latest figures in September 2020. Caldwell University's official Cohort Default Rate (DCR) for FY2017 is 7.2%. Source: NSLDS This means that 7.2% of the borrowers entering repayment at that time are in default.</p>

4.1 The Provider shares a direct link to the EPP’s website where data relevant to each of the Annual Reporting Measures listed above are clearly tagged, explained, and displayed.

4.2 The EPP doesn’t see any long-term or unexpected trends as shown by the data above. Nevertheless, the EPP does use other data from the initial program (observations, evaluations, lesson assignments, edTPA results) to improve the program. The EPP compares data with the results from other New Jersey EPPs to ensure the EPP’s program is aligned with that of other universities. This data is shared with our P-12 partners during orientation sessions and were shared with P-12 partner administrators, although that was paused during the pandemic.

The EPP received its final CAEP accreditation report in November of 2021. That report indicated that there were no Areas for Improvement or Stipulations for future changes to either the initial or advanced programs. The EPP began to develop MAT and M.Ed. programs, however the current pandemic prevented involved professors and administrators from continuing those efforts. Efforts and energy was redirected to the conversion of on-campus courses to online

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formats. When feasible, the development of the MAT and M.Ed. programs will continue. The EPP will continue to analyze demographic data, the results of proprietary and EPP-generated assessments, and completer, alumni and employer survey results in a continuous improvement effort. The EPP will share those trends with the faculty and the EPP's Advisory Committee. The present reflection of the Advanced programs as listed above, would indicate that there has been little change in Caldwell University's advanced EPP program since the November accreditation, however the EPP continues to use the results of inquiry and data collection to establish program priorities.

SECTION 5. Areas for Improvement, Weaknesses, and/or Stipulations

Caldwell University received its final accreditation report in November 2021. There were no Areas for Improvement or Stipulations for the Initial or the Advanced programs.

SECTION 6. Continuous Improvement

CAEP Standard 5.

The Caldwell University School of Education continues to use multiple measures to assess the effectiveness of its teacher preparation program. These measures include, but are not limited to, the following:

- The grade point average (GPA) of all candidates is monitored by the full-time faculty advisors to ensure candidates are adhering to the School of Education requirements.
- A review and analysis of data generated by cooperating teachers and university supervisors as they observe and evaluate teacher candidate (including a review on inter-rater reliability);
- A review and analysis of the results of the required performance assessments (edTPA) that candidates complete as the capstone portfolio for their preparation;
- The results of a disposition survey completed by candidates, cooperating teachers, university supervisors and professors for candidates at the beginning, mid-point and culminating class of their preparation.

All of the data is presented to the faculty who then identify and recommend any changes to the program.

Advanced Program

- The grade point average (GPA) of all candidates is monitored by the full-time faculty advisors to ensure candidates are adhering to the School of Education requirements.
- The results of a disposition survey completed by candidates, cooperating teachers, university supervisors and professors for candidates at the beginning, mid-point and culminating class of their preparation.

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CAEP Standard 5, Component 5.3

Twice a year, at the end of each semester, the EPP reviews the data from the proprietary and EPP-created assessments with the full SoE faculty to determine if any changes to instruction or preparation should be made. For example, the EPP reviewed the data from student observations forms, mid-semester and end of semester evaluations and the results of the performance assessment (edTPA) required for certification. Where appropriate, the EPP compares and analyzes the results from the university supervisors and cooperating teachers in our P-12 partners to assess for inter-rater reliability. At the end of each semester, the EPP requests feedback from our P-12 partners to determine if they recommend changes to the program. As a result of the pandemic and other comments from P-12 partners, and clinical supervisors, the EPP instituted a video orientation for cooperating teachers who work with our candidates in both the clinical experience and clinical practice phases of completer preparation. Follow-up meetings with the P-12 partners were held to answer questions and to address their concerns. This facilitated our implementation of these candidate experiences.

One innovation the EPP tested during this time was changing our observation forms from paper to an online format. Although the pandemic necessitated this change, it is one that made completing the observations and analyzing the data more efficient.

The EPP allowed candidates who weren't formally accepted into the School of Education to start taking Fall 2020 education classes. The EPP made this change because candidates weren't able to take the qualifying Praxis tests due to the pandemic. After a review of the results, the EPP reinstated our prior selection process to maintain the integrity of the program.

Twice a year, at the end of each semester, the EPP reviews the data from the proprietary and EPP created assessments with the full faculty to determine if any changes to instruction or preparation should be made.

Measuring and analyzing candidates' knowledge, skills, and dispositions is addressed at different stages of the programs at the advanced levels. The EPP utilizes these information to ensure that course content is current, sustainable, and rigorous, as well as to inform necessary changes that may be needed to meet CAEP standards.

Analysis of data collected using the QAS takes place during each semester. Modifications, if necessary, are implemented during the subsequent semester to strengthen the effectiveness of the three advanced programs.

EPP faculty examine all data collected and discuss their importance and implications at faculty meetings. Additionally, this information is shared with Advisory Committee members. The EPP recognizes that additional tools and methods to collect data need to be explored and the data disseminated in a more systemic fashion.

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